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ABSTRACT

A project was conducted in Texas to accomplish the following objectives: (1) identify problem areas encountered by exploratory industrial arts teachers when working with multicultural/bilingual students; (2) devise teaching strategies to develop and implement language/culture sensitive exploratory industrial arts curriculum materials; and (3) identify techniques for disseminating these strategies in inservice and preservice teacher education settings. An extensive literature search showed few materials that were applicable to specific subjects and were readily adaptable for Texas. Therefore, a workshop was conducted to explore the needs of exploratory industrial arts teachers when working with bilingual/multicultural students. Participants from the fields of industrial arts, multicultural/bilingual education, vocational education, and curriculum and instruction were solicited for input concerning both the development and implementation of materials based upon the perceived needs. The workshop generated a list of specific competencies to be used as a guide to develop materials. In addition, pilot study workshops were conducted by project staff to solicit grassroots input into the development and implementation of the instructional materials and to sensitive teachers and supervisors to the problems. Materials were then created and disseminated in several workshops throughout the state. However, although participants felt that project content and materials were helpful, few teachers participated, and few professionals felt that the topic was of importance. Although project materials were to be disseminated, the project staff felt that it was unlikely that the materials would be used until the issue is addressed on a broad scale. (KC)

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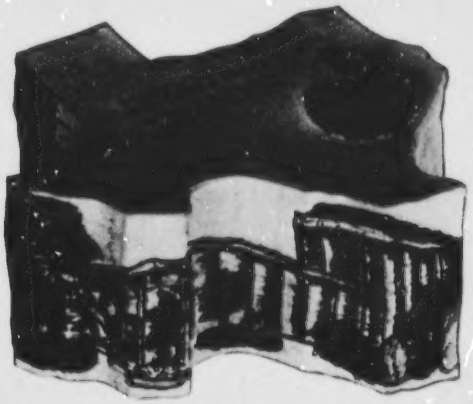
FINAL REPORT

Multicultural Preparation for Industrial Arts Teachers



Industrial Education Department
College of Education
Texas A&M University
in cooperation with the
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G. E. Baker

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FINAL REPORT

Project No. 33420003

MULTICULTURAL PREPARATION FOR INDUSTRIAL ARTS TEACHERS

A Research Project in
Vocational Education

Conducted Under
Section 132 of Public Law 94-482

Glenn E. Baker

Department of Industrial Education
Texas A&M University
College Station, Texas 77843

June 30, 1983

The project reported herein was performed pursuant to a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency. Institutions undertaking such projects under state and/or federal sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official U.S. Office of Education nor the Texas Education Agency's position or policy.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin or educationally-unrelated handicaps.

ACKNOWLEDGMENTS

A small number of people deserve a great deal of credit for the successes of this project. Vicki Radke Taylor has served as secretary to this effort from start to finish with a uniformly superior performance. She has carried heavy loads with a calm, poised efficiency that has enabled the project to achieve its goals.

Myrna Argüello joined as project assistant in January, 1983. She brought a new energy, a sound background and fine writing skills at a time of real need. She developed most of the modules in an excellent manner with high efficiency.

Dr. Jesus Garcia helped immensely as a resource consultant, travelling companion and fellow conspirator. While our ideas didn't always materialize, there were always more ideas.

The participants of our Orientation Workshop in San Antonio were the foundation of our success. They are listed in Appendix A and are to be truly commended for their vital input.

G. E. B.
June, 1983

MULTICULTURAL PREPARATION FOR
INDUSTRIAL ARTS TEACHERS

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FINAL REPORT

MULTICULTURAL PREPARATION FOR
INDUSTRIAL ARTS TEACHERS

Observations and responses from two previous projects concerned with bilingual consumer education materials formed an interest in the competencies of industrial arts teachers to cope in settings where students were from many cultures. A proposal was made in the Spring of 1982 to the Texas Education Agency to address the needs of industrial arts teachers to effectively teach in multicultural settings. The objectives of the proposal were to:

1. Identify problem areas encountered by exploratory industrial arts teachers when working with multicultural/ bilingual students.
2. Develop teaching strategies to develop and implement language/culture sensitive exploratory industrial arts curriculum materials.
3. Identify techniques for disseminating these strategies in in-service and pre-service settings.

In order to achieve these objectives, specific results would be forth coming. These objectives would result in the following:

1. A list of specific problem areas encountered by exploratory industrial arts teachers when working with multicultural/ bilingual students.
2. Identification of corresponding strategies that would be used when developing materials to address the recognized problem areas for working with multicultural/bilingual programs
3. Pre-service and in-service training materials designed to

aid exploratory industrial arts teachers working with multicultural/bilingual students.

The procedures in the proposal to the TEA were designed to achieve the objectives in the most effective manner. Six procedural steps were identified:

1. Review of literature
2. Conduct an orientation workshop
3. Prepare the multicultural/bilingual materials
4. Conduct pilot study workshops
5. Prepare materials
6. Prepare a final report.

REVIEW OF LITERATURE

This review of literature is a brief survey of the more exhausted search that was conducted in developing the materials. The literature presented are the most meaningful works rather than an exhaustive list of efforts that are little related to the goals and objectives of the project.

The literature is mixed in that there are many overlaps between bilingual education and multicultural education. While there is a clear cut difference between the two movements, there exists many overlaps in the concepts, practices, and materials. A probable explanation for this is relfected in a statement by Foster (1982) who observed that language is both a product and an expression of the culture in which it develops. This observation takes more meaning when one relates to the common knowledge that almost all cultures within this nation have definite language trends including black English, Spanish, American Indian, and oriental languages and traditions.

The literature reviewed could be broadly classified into four major categories. The first category included materials developed for counselors to effectively counsel students from different cultures in a typical school setting. The second related to teaching students about the cultures of other students and the third dealt with developing standards and curriculums to develop bilingual teacher education programs. The final category dealt with developing techniques for teachers in both bilingual and multicultural settings; it was a small group. For the purposes of this study, none of these categories were really appropriate. An exhaustive search did reveal a limited number of efforts relating to the preparation of teachers to be sensitive to and aware of different cultures and to function effectively in teaching the students of different cultures. It was also observed that most of the materials developed for these specific needs were done through intuitive processes or through informal feedback. Relatively few items were done on a systematic and emperical basis. In short, there was relatively little material available to use for teacher preparation. Much concern was evinced for the curriculum used in the public schools, the development of programs to make students aware of other students and so on. Little was developed that addressed the needs of teachers to do these curriculums.

The need of teachers in Texas to deal with language and cultural differences is a reality. Rosenburg (1981) described the structures mandated by the legislature to address bilingual education. While the intent of a typical bilingual education program is that these needs will be addressed by bilingual specialists, the ramifications for all classroom teachers becomes more pronounced. Once systems are implemented, changes do occur in the structures and the teachers. Schragle (1978) used a case study approach to analyze the changes in teacher behavior during the

implementation of a multicultural curriculum in an eastern state. The observations identified shortcomings in existing in-service training programs and served to emphasize the idea that most programs do not address the needs of the teacher when they are implemented. Simms (1980) pointed out that cultural effects are even more wide spread and teachers are unprepared to cope. Textbook bias and administrative practices in schools also intensify the problems. A pluralistic society, he suggested, is one that recognizes, accepts and attempts to understand the various cultures within its own society rather than attempting to form everyone into one braod culture as in the "melting pot" theory. Schools and educational institutions have tended to address the melting pot theory rather than the pluralistic concept. Simms also observed that many of the efforts, such as black culture and history studies, only served to intensity the problem because only members of one culture would take the courses which precluded broadening the acceptance or understanding from other cultures. Foster (1982) offered one concept in defusing some issues related to bilingual education. Rather than attempting to provide only English proficiency, the alternative model aimed at maintaining the native language and giving it equal emphasis. This would serve to strengthen the child's self-image and cultural pride while providing another proficiency in English. In other words, one was not subjucated to the other.

One of the most enlightened states dealing with these issues is Iowa. During a brief period, several projects were developed and implemented to address cultural and sexual biases in Iowa. Ralston (no date) developed a curriculum to relfect multicultural approaches in home economics. The approach, however, was primarily to make students aware of the cultures of other students and to be more tolerant and respective. Anderson (1980)

assembled a guide to implement curriculum programs in several fields all of which would help eliminate cultural and sexist biases. He observed that present policies and practices in schools limit the development of the potential of a large segment of the population and that efforts must be made to bring women into all programs including athletics, vocational training, science, mathematics and so on. The project developed specific functions for administrators, and other groups including students and teachers. It featured organizational outlines and specific role functions including teacher competencies. However, the main thrust of the effort was for teachers to be able to recognize when biased statements and situations were being developed. Unfortunately, little was done to show teachers how to deal with specific situations arising from cultural factors that would cause learning difficulties or classroom problems.

Several efforts attempted specific remedies. Carrillo (1977) described a number of programs and presented a rationale to prepare teachers for bilingual/bicultural education. The rationale was oriented toward the use of teachers who were specialists for these functions rather than providing every classroom teacher with some minimal level of skills for the regular classroom practices. Bradley and Friendenberg (1982) addressed the needs of vocational education instructors in bilingual programs. While they were more concerned with the practices relating to limited English proficient (LEP) vocational students they did observe that while a student is learning English as a language, to demand perfection is simple to discourage the use of English. This factor would typify the needs and awarenesses needed by a classroom teacher of any subject who is attempting to teach and encourage students from different cultures. Hurwitz (1980) noted that when bilingual instructors are used in vocational programs, a

great lessening of availability is evidenced. There are only a limited number of people who are skilled in the vocational trade and who are competent in both languages. However, the approach is still to use specialized teachers rather than to prepare all teachers to deal with students from all cultures. Vanderpool (1978) did find better achievement from students when attempts were made to include their language-cultural factors in regular vocational settings. Baker (1981) found similar results with bilingual consumer topics in industrial arts. These two studies would suggest that increased effectiveness in education could be attained by preparing all classroom teachers to deal with different language/cultural factors. Spolsky (1978) suggested that despite the difficulties in implementing bilingual-bicultural educational programs that the programs held great promise and were crucial in making the necessary move toward developing world citizens. Arnove and Strout (1978) observed that public schools are usually unable to achieve pluralistic education. Their study concluded that pluralistic schools all to often isolate or track students along ethnic, racial or class lines.

In attempting to isolate factors that would be included in the preparation of teachers, the literature relating to counseling techniques was extinsively reviewed. This material was particularly helpful in pointing out the potential classroom conflicts or conflicts from school policies that were due to cultural backgrounds and mores. LeVine and Padilla (1980) pointed out that poverty disrupts all processes and the treatment of such external factors is not a cure for cultural factors. They believed that the key to changing behavior is to identify the stress points caused by the clash between culture and school practice. The frustration points, they suggested, included the culture/class differences, poverty, and clashes from skin color or genetic traits. The specific

techniques they recommended including the ability of the individual teacher or counselor to raise the expectations of the student and to provide hope. Then the desired changes should be clearly identified and when made, rewarded.

Atkinson, Morten and Sue (1979) identified three barriers to cross-cultural counseling or teaching. These included problems related to language difficulties, class-bound values and culture-bound values. Language difficulties were identified as factors due to the reliance on the verbal interaction and lack of communication from slang and nuances. Class-bound values related to the socio-economic status (SES) or class factors where the lower classes are more concerned with survival and cannot make long range plans. However, such plans are typical of the upper SES levels. Time concepts, sexual relations and social protocol are all very different between SES class levels. Culture-bound values related mainly to the stereotyping of actions or social habits based upon race or ethnicity. They pointed out that the race of the teacher and the class of the teacher both have an effect on classroom activities unless the teacher is trained not to cause these effects. As one example, they offered the avoidance of eye contact by oriental students in diference to authority as conflicting with the demand of eye contact as a factor of honesty of a typical middle class, white culture.

Webster (1974) identified several potential biases from the orientation of the schools as they might clash with the realities of the black ghetto. Webster cited that many studies have shown that black children are only slightly behind when they enter the first grade but are frequently 2 full grades deficient at the end of the 6th grade. The explanation offered was based upon the difference in cultural backgrounds. All children are thought to relate new learning to what they already know--their background.

The typical school orientation, however, does not provide the stimuli or motivation for black children because they have such different pre-school experiences upon which to build their new experiences. While this situation is labelled "cultural deprivation," it was emphasized that what black children do learn prior to their school entry is frequently different than what is valued by the typical school society. The can do and learn provided the school includes experiences that are meaningful to them and relevant to their backgrounds which are very different from the home and family backgrounds of their white counterparts.

Litsinger (1973) presented a cultural and social perspective of Mexican-American students in the typical school setting. The potential clash of values between those of the typical Anglo culture and those of the typical Mexican-American culture were explored and elements were presented that could influence classroom performance.

Sikkema, Niyekawa and Agnes (1977) explored factors in cross cultural learning. They developed a project that prepared field experiences for students dealing with such issues as reactions to new cultures, moral conflicts, communications practices, time concepts, youth and dating, and so on. They identified seven things needed to change or relearn. These included (1) cultural shock from a different perspective, (2) emotional experiences in the new cultures, (3) understanding of other peoples expectations which may be different, (4) equal status of all individuals, (5) opportunities to react, (6) support for all, and (7) making a contribution to a group effort. (p. 37)

Perhaps the most informative group of elements within the review of literature related directly to teacher preparation. Foerster (1979) suggested that there were two prerequisites to having teachers function

effectively in multicultural settings. First, the school environment must reflect the diversity found within the community, and second, the school climate and administrative support must include a commitment to multicultural education. For the teacher to function in this type of school, Foerster continued, four basic skills or awarenesses must also be developed. The first was a level of awareness where teachers became aware of cultures and their differences. The second was understanding. Once awareness was developed, an understanding could result where the motives and forces that shape actions were understood. Next, these forces and influences must be appreciated. Finally, the teacher must have made a committment to foster cultural pluralism in each classroom and enable students from different cultures to work with others successfully regardless of cultural, heritage, life-style, or values. However, a system must be provided to attain these competencies or abilities.

Pasternak (1979) described a program in Tennessee where the schools' problems were analysized to identify teacher failures. Once the teachers' failures in situations were identified and described, training needs were developed. The prime area for development including the following:

1. Preparation of teachers for multi-ethnicity where understanding and acceptance of different cultures and languages was developed.
2. Social systems were recognized with different norms, roles, and expectations explored. Power structures and decision making practices within the social systems were also involved.
3. Educational beliefs were identified as being different. Values as to how, what, when, why and who should learn what were factors in this area.

4. Multiple talents of students was emphasized. It was pointed out that everyone from any culture is talented in some way and that teachers must look beyond cultural boundaries for these talents.

While Cortez (1981) stated that effective multi-ethnic education would require effective multi-ethnic teachers, he also noted that a procedure must be developed to provide these. Banks (1981) suggested that ethnicity is a complex factor and one of the key senses included having a unique ancestry and belonging to a group which shares a sense of distinguishing value orientations and political and economic interests. Oakes (1981) supported this and added that the key to multicultural education would include a balance of socio-economic power among cultural groups.

Peter and Nelson (1977) recognized a need for developing specific teacher preparation materials. They conducted a series of workshops to identify techniques that could be used to develop materials. Unfortunately, no specific materials appropriate to Texas were developed from this project.

The Commission on Multicultural Education (1980) denoted that multicultural education was preparation for social, political and economic realities that are experienced by individuals in culturally diverse encounters. They noted that provision should be made to (1) promote analytical and evaluative abilities of teachers to confront issues such as government participation, racism and sexism, and parity; (2) develop value clarification skills; (3) develop teaching strategies for cultural dynamics and; (4) use linguistic variations and differences to learn styles for individualized instruction. The commission stressed the value of pre-service training in achieving these goals.

Walton (1977) determined the relationship between participation in a multicultural education in-service workshop for teachers and the extent of change in their knowledge concerning multicultural education. A single module was developed and administrated to an experimental group over a 5 week period. Walton concluded that in-service training had a positive impact on cognitive knowledge for all teachers who participated. However, certain sub-groups of teachers only demonstrated positive change in knowledge but did not necessarily incorporate the material into their use. As a result, Walton recommended a need for intensive racial awareness workshops and multicultural education workshops for teachers. Also, she recommended that innovative techniques be developed for altering negative teacher attitudes toward children of different cultures. She also recommended that teachers be trained to incorporate culturally pluralistic activities in the classrooms and that teachers attitudes and their incorporation of materials be monitored and evaluated. Boyer (1981) developed an instructional inventory scale to be used for enhancing college and university curriculum. It was a self-improvement inventory designed to enable teachers in higher education to be aware of multi-cultural characteristics with specific reference to racial and ethnic minorities, handicapped and exceptional students, language minorities, females, and non-traditional students. It consisted of a 50 item checklist in which the teacher checked or omitted a response to 50 practices that would suggest an awareness of these cultural factors.

Of all of the studies reviewed, the two best and most useful works for this project were those of Garcia (1982) and Baptiste (1979). Both developed specific competencies dealing with awareness functions for teachers and several specific learning experiences for developing other

classroom related skills. Baptiste, for example, included competencies which would include instructional strategies to develop teaching materials that were multicultural, multi-racial and/or multi-ethnic in character. Garcia also developed teacher competencies, however, they were somewhat different although aimed at the same, general overall effect. An example would be the exercise called "Simpatico." This exercise enabled the teacher to examine personal feelings toward various aspects of cultures, and their feelings about cultural differences.

Despite the wide availability of materials, few were specific and fewer still were directed at specific school subjects. Most were too broad in nature or dealt with broad curriculum factors for children. It was obvious that specific teacher competencies would have to be identified and materials developed specifically for these. There were no readily apparent materials that were easily adaptable for use in Texas.

ORIENTATION WORKSHOP

The purpose of this workshop was to solicit the input of experts and practitioners concerning the needs of exploratory industrial arts teachers when working with bilingual/multicultural students. Input was solicited concerning both the development and implementation of needed materials based upon the perceived needs. Then, the applicability of the methods and materials to both pre and in-service settings was explored through panel discussions, break-out sessions, symposia and overall reactions.

The relevant fields from which the participants were selected included industrial arts, multicultural/bilingual education, vocational education, and curriculum/instruction. The participants consisted of representatives of three broad groups; local school districts, universities, and the national scene. The first group consisted of three nationally recognized

consultants. These individuals were provided consulting fees and travel expenses. The second group consisted of key individuals from prominant Texas school districts and were provided travel expenses. While influential school district personnel were invited to participate at their own expenses, no such participants responded. Finally, Texas A&M University personnel participated. The list of participants is provided in Appendix A.

The workshop was held at the Regional XX Service Center in San Antonio, Texas on October 16, 1982, and consisted of five phases. The first phase included an introduction of the participants, a goal setting where the objectives of the workshop and project were presented, and brief exploratory statements were made by each participant. The second phase involved a panel discussion aimed at identifying the status and problems of multicultural/bilingual education and the related issues for exploratory industrial arts. Following this, the third phase used break-out sessions in which sub-groups were formed to identify specific issues. Each subgroup consisted of a national figure, a university faculty and several school district persons. The fourth phase was a symposia where the groups reported to each other and was followed by the fifth and final phase where the entire group reacted to the reports of the symposia. In this session, specific needs were listed and possible sites for the pilot study workshops were suggested.

Workshop Statement.

As a result of the workshop, the following statement was developed. Modern society is composed of people of different cultural backgrounds. Texas' population, for example is approximately 40% Hispanic and 15% black. These populations are beginning to impact heavily upon schools and upon teacher preparation programs. Presently, it seems accurate to say that

teachers who are presently engaged in their professions have not been adequately prepared to effectively teach students from diverse cultures. There is ample data to suggest that industrial arts teachers are not educated to address the problems they encounter with students from different cultures. Most industrial arts teachers are not familiar with present developments in the area of teaching strategies, techniques and materials that seems to be successful with culturally different learners. It seems fair to say that what is needed in industrial arts is providing teachers with the knowledge, skills and materials to impact on the targeted population groups.

Texas A&M University has proposed to conduct a project that will address some of these problems. The project focuses on identifying two major areas: (1) specific problems industrial arts teachers encounter, and (2) primary competencies teachers need to function in multicultural settings. Once the specific problems and competencies are identified, materials will be developed and fieldtested in a series of workshop settings where classroom teachers will have the opportunity to react and respond to the materials that will be appropriate for both pre-service and in-service settings. However, the main focus of the materials will be upon the in-service setting.

In-service settings have limitations in terms of time, interest, and funding. To address these situations, materials must be self-contained, capable of being used individually or in group settings, and brief in nature. A typical in-service setting would allow teachers between three and six hours of practical applications. Therefore materials that would take more than three hours time would not be desirable. For this purpose the focus would be placed upon materials that would "open doors" to give

teachers the initial competencies needed and hopefully change attitudes to encourage teachers to seek new ideas and additional competencies.

The procedure developed was to find the problems teachers have in multicultural settings from an all-day workshop in San Antonio. Since teachers frequently only focus on behaviors that occur in their classrooms it was thought that teacher supervisors were more helpful for input for the workshop. These individuals, it was thought, would provide a more general perspective to the needs of educating culturally different learners than teachers who would have a more narrow prospectus. Supervisors have a more frequent occasion to observe and help teachers with a wider range of problems than individual teachers, and are less emotional about particular issues. Ten supervisors from school districts in Texas were choosen for the workshop. To facilitate the workshop 10 districts in Texas where cultural impact would be most significant were selected for the workshop. An instrument was developed to contact each supervisor and inform them about the purpose of the project. The proposed workshop data was presented and the supervisor asked if he or she were willing to serve as a participant.

The response was extremely high. Supervisors from El Paso, Ysleta, austin, Dallas, Fort Worth, Midland, and the Pharr-San Juan-Alamo District in the lower Rio Grande Valley participated in the workshop. Others who attended included a former bilingual education director from the Texas Education Agency, three Texas A&M University faculty and three national consultants. Two of the consultants were prominent authors in the United States on matters dealing with teacher competencies in multicultural settings; one expert was black and the other Hispanic. The third consultant offered the groups insights into recent developments in the

state of Iowa, one of the few states to develop competency oriented materials for in-service teacher preparation.

The purpose of the workshop was to identify competencies that a typical teacher needed most to be effective in a multicultural setting. During the workshop, groups were organized to have one of the national consultants, one college faculty, and at least one public school supervisor. This was done so that college personnel would not have a tendency to dominate the discussions, and each national consultant could have some direct influence and reactions with supervisors.

Competencies

The specific competencies listed below were the consensus of the findings from the workshop. They are written to reflect materials that were developed to address teachers needs within the short time span typical of in-service training situations. They are:

1. Determine if a language difficulty exist.
2. Be able to identify the different cultures in a community and to list cultural values of these that could affect school performance.
3. Communicate school expectations to students with language or cultural conflicts.
4. Individualize instruction for students with different cultural or language backgrounds.
5. Involve parents with the development of school experiences for the student.
6. Evaluate results of efforts to individualize the instruction of students.

PREPARE MATERIALS

The results of the workshop which listed the specific needs were used as a guide to develop materials. Intensive reviews of literature were conducted to identify factors relating to these competencies. Modules featuring a self-contained, self-instructional format were developed for each of these identified competencies. The materials were developed starting in January, 1983 and the development continued at a regular pace through the first part of June, 1983. The modules vary in length and complexity based upon the specific need and the complexity of the competency.

Early in the development of the materials, a chart was developed from several sources. This chart compares cultural factors that can cause conflicts within school settings and includes several different cultures. While it is far from perfect, it is unique to this project and not available from other sources. It is used in four of the six modules which are shown in Appendix B.

PILOT STUDY WORKSHOPS

Pilot study workshops were conducted by project staff to solicit grassroot input into the development and implementation of the instructional materials and to sensitize teachers and supervisors to the problems. While four or more locations were desired, factors within the state limited the effort to only three workshops. These workshops were held with industrial arts teachers in Fort Worth and at the Texas Industrial Arts Teachers Conference in College Station during the month of February, 1983. One additional workshop was conducted in May within the conference on Inquiry in Education: Current Issues hosted by the College of Education

at Texas A&M University. Educators from all aspects of education attended. Total attendance at all three workshops was 33.

Materials developed at the time of the workshop were presented to the workshop participants. The participants were asked to review, react to and evaluate the materials and to provide suggestions for improvements. The results of these were used for assessing the materials. In addition, copies of all materials were sent to the National consultants for comments.

These suggestions provided by the participants and the consultants were used to guide the final preparation of the modules. The materials will be reproduced and copies will be mailed to participants and sponsoring organizations involved in orientation and pilot study workshops.

Results of the pilot study workshops were uniformally valuable. As a general reaction, the staff would conclude that the topic was initially neither popular nor attractive to teachers in the state; teachers seemed to feel they were already competent. However, once involved in the workshop, the teachers generally reacted positively, felt they were learning new and valuable materials, and wanted more. Only one negative comment was received and only reflected a desire to have more realistic and less idealistic examples used rather than criticizing the basic content. One other comment suggested that the module on culture and school performance also be sensitive to poverty, and socio-economic classes.

The factor which seemed to intervene and prevent additional workshops was the preoccupation of the major districts with the Texas Assessment of Basic Skills (TABS) project. The usual in-service meetins scheduled for the spring periods were appropriated by local district needs to

address the TABS project. Time normally allocated for local or district needs determined by subject supervisors were superseded.

Only one workshop, in Fort Worth, Texas, was formally evaluated. In that workshop, the highest rating was a 5 and the lowest a 1. All ratings received were marked 5 with one exception. This reaction is shown in a summary in Appendix C. From this workshop, and the workshop at the Texas Industrial Arts Teachers Conference, a tentative request for some six additional workshops was received. However, due to the demands of the TABS project all six of these workshops were cancelled.

CONCLUSIONS

Conclusions from this project are that the materials developed are extremely timely and appropriate. However, they are initially neither popular nor attractive. Teachers and supervisors in Texas do not feel that this topic is one of major import. Attendance at all workshops was low and initially skeptical. Even though the projects efforts were rated highly by all who examined these efforts, few people chose to do so. This would suggest that school personnel are not greatly concerned with the issue of teaching children from different cultures. Probably this stems less from prejudice than from a feeling of existing competence; teacher reactions, however, once they were involved they seemed to change and more information was considered desirable.

While these results will be disseminated, it is unlikely that the materials will be used until the issue is addressed on a broad scale.

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Appendix A

Orientation Workshop Participants

ORIENTATION WORKSHOP
San Antonio, Texas -- October 16, 1982
Region XX Service Center

National Consultants

Dr. H. Prentice Baptiste
Professor Education
University of Houston
Houston, Texas

Dr. Ricardo Garcia
Assoc. Prof. of Education
University of Utah
Salt Lake City, Utah

Dr. John C. Dugger, III
Ass't. Prof. of Industrial Education
Iowa State University
Ames, Iowa

State Advisory Council

Mr. Wayne Calk
Industrial Arts Supervisor
Ysleta Independent School District
Ysleta, Texas

Mr. Lloyd Carter
Program Director for Industrial Arts
Fort Worth Independent Schools
Fort Worth, Texas

Dr. Ernest Perez
Associate Professor of Education
University of Texas-Tyler
Tyler, Texas

Mr. Richard Perez, Consultant,
Cooperative Education & Industrial Arts
El Paso Independent School District
El Paso, Texas

Mr. Perry Suter
Supervisor for Industrial Arts
Austin Independent School District
Austin, Texas

Dr. Charles R. Thompson
Director of Vocational Education
Midland Public Schools
Midland, Texas

Mr. Floyd Trimble
Specialist for Industrial Arts
Dallas Independent School District
Dallas, Texas

Mr. Wesley Van Matre
Vocational Administrator
Pharr-San Juan-Alamo Independent
School District
Pharr, Texas

Texas A&M University

Dr. G. E. Baker
Professor of Industrial Education

Dr. Gonzalo Garcia
Assistant Professor of Industrial
Education

Dr. Jesus Garcia
Associate Professor of Educational
Curriculum and Instruction

Appendix B

Teacher Preparation Modules

The Industrial Education Department

of

TEXAS A&M UNIVERSITY

presents another topic in the series for

PREPARING TO TEACH IN A MULTICULTURAL SETTING

CULTURE AND SCHOOL PERFORMANCE

OBJECTIVES:

To identify the cultures within a community and to recognize the cultural values that could affect school performance.

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

CULTURE AND SCHOOL PERFORMANCE

Introduction

Teachers base most of their practices on concepts of fairness, personal and moral values. These concepts of the teacher will be largely determined by the cultural, economic and language background of the teacher. Likewise, the school system itself will have rules, policies and procedures based upon the personal values of those who direct the system's actions.

The values of the teachers and the system may be correct and commendable; however, a student whose values are different from those of the teacher or the system may be confused or demoralized by the conflicts of values. It is important to note that the students' background and values may be as correct and commendable as those of the teachers and the system.

Goals for teachers and systems should strive for processes that recognize cultural influences and that enable the student to be assimilated into society with functional personal values and with the ability to recognize and react to the cultural values of others. The key to this is, of course, a perceptive teacher who is knowledgeable about the cultural aspects of groups and communities. It should also be noted that teachers from any cultural background are no less susceptible to conveying their own values, and in doing so may establish value conflicts with students from any other culture.

OBJECTIVE

After completing study on this module you will be able to identify the different cultures within a community and to list the values of these cultures that could affect school performance.

The material for this learning experience consists of three elements. The first is a general analysis of the community served by the school. The second concerns a comparison of typical school values and those of the major subcultures within the state. The third section provides some typical school situations and calls for analysis and reaction from the teacher.

COMMUNITY ANALYSIS

Teachers, like many other members of a community, may not be fully aware of cultural influences within the community from which a student emerges and the impact that cultural influences may have upon school performance. This activity may be accompanied by actual tours or may be conducted through an introspection analysis. It may be done as a group project with certain individuals taking certain geographic regions within a city, or by small groups taking geographic regions.

1. What distinct cultural groups are within the community? What percentage of the population of the city do they represent? What do they call themselves? What are there predominant religious beliefs?
2. What changes are occuring within the community? Consider such factors as the type, proportion, age, cost and general condition of dwellings and businesses and who owns them, the type of business growth or change, the condition and appearance of streets and buildings, typical jobs or occupations within the area and the typical preparation required for entry into these occupations, major employers within the area, centers or locations where unemployed youth or adults may congregate, food and dietary patterns

and the relative costs of these, food stores and food supplies.

In making your analysis be especially sensitive to the status of the family, unemployment conditions, the number of occupations and the ownership of buildings. From your analysis prepare a report (which may be either written or oral) to reflect these general factors. Also, be sensitive to whether or not the people within this area are employed there or seek employment in other geographic regions.

COMPARISON OF SCHOOL AND COMMUNITY VALUES

Look at the chart comparing typical values of schools and cultures. While you examine the chart, you must remember that these "typical values" may not apply in any aspect to an individual or to specific communities. These descriptions should, however, alert you to the possibilities for conflicts. Now reflect on these and compare the typical behavior patterns shown in the chart with what you have observed in your own school setting. Consider the following factors:

1. What is the expected behavior of children toward adults?
2. What are the loyalty or authority patterns within the various cultures in the community?
3. What are the family organizational values?
4. What languages are used? Consider Black English and other variations as separate languages.
5. What are the typical values held for an education?
6. What are the typical job or career expectations and values?
7. What are the typical types of recreation and places for recreation?

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
1. Deferred rewards--work now for later success; plan for a future	1. Satisfy present needs, enjoy life as it is now.	1. Planning isn't possible, it takes too much time to survive.	1. No real conflict	1. Accept life as it is--the inevitable can't be changed.
2. Individual worth is based on individual accomplishments through independence and personal competitions	2. Individual worth is based on family membership or group recognition.	2. Loyalty is to family and peers. Worth is a mixture of status in a group and accomplishments as valued by that group.	2. Competition by an individual may be considered rude or unmannerly. Children should defer to authority bow their heads, avoid eye contact, be very quiet, and not volunteer or exhibit initiative.	2. Individuals worth is based on recognition by family and tribal groups.
3. Respect authority, but speak out for rights. Follow the rules & time schedules. Some questioning is valued.	3. Authorities are often biased and provide little real protection. Speaking out invites retaliation. Father's authority is unquestioned; opinions of family elders and church officials are given great value.	3. Authorities are often biased and provide little real protection. Ignore it when not watched. It is "whitey's" way to maintain control.	3. Defer to authority quietly, bow heads and avoid eye contact.	3. Individual action is given precedanc except for a very few basic concepts (e.g. marriage or religious). Time is not a major concern.

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
4. Personal property rights	4. No real conflict	4. Everyone takes from those who have more.	4. No real conflict	4. Sharing is expect and special permission is not required. Take when you need and return when it's convenient. Leaders, especial are expected to share.
5. Propriety in verbal and sexual matters.	5. Expression of emotional relationships is valued.	5. Negative, aggressive verbalization is a source of status. Sweet talk, "shine", or "jive" is natural and expected to gain anything.	5. Children do not volunteer information and only answer questions directly.	5. Recitation of deeds is expected
6. Equality of sexes.	6. Male dominance. Sex role stereotyping.	6. Female dominance in the home	6. Male dominance, sex role stereotypes.	6. Male dominance, some stereotypin
7. Value in learning for its own sake and use of abstract terms.	7. Value for learning is heavily influenced by "macho" stereotypes and by family values or perceptions.	7. Talk (school) is cheap; actions are more important Needs of survival are given priority. Use "jive" to create confusion to avoid what is not valued	7. No real conflict.	7. Learning is valu but individuals choose when and what.

Once you have determined the general reactions to these factors, contrast your findings to those of your own background and what you would consider to be the background of a typical teacher.

TYPICAL SITUATIONS

Here are some examples of situations where the cultural background of the student may cause conflicts with the values stressed by the school. What potential conflicts do you find? What do you think the proper actions should be? Be prepared to discuss these questions.

1. A Chicano male is paired with an artistic Anglo female to develop the design of a prototype project for a manufacturing class.
2. A Black student is enrolled in an industrial arts or a vocational course. In essence, "authority" in the form of the school is not preparing the student for leadership or management; "authority is trying to prepare the student for working for others by stressing skills. Is this a possible condition of servitude? How should the teacher achieve the desired performance?
3. Laboratory clean-up is done by rotation of duties among all students; two black students draw the first duty as "sweepers." What is the potential for "authority" in forcing career stereotyping?
4. An Oriental student is assigned an oral report. The report is given with the eyes averted and in a low voice. It is also extremely brief. What potential conflicts are present and what should the teachers actions be?
5. An American Indian student is very late to class. When questioned, the student confesses to having stopped to

watch workers repair a power line because it was interesting and the student felt that something could be learned. The student however, was very late to class. What reaction should the teacher make? Should the teacher punish the student for being late and violating class and school policies?

6. A Chicano student speaks poor English. Should the teacher correct the student each time the student makes a grammatical error?

The Industrial Education Department

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presents another topic in the series for

PREPARING TO TEACH IN A MULTICULTURAL SETTING

INDIVIDUALIZING TEACHING METHODS

OBJECTIVES:

To recognize cultural conditions which may cause students to perform poorly and to select methods that would individualize instruction for students with different cultural backgrounds.

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

INDIVIDUALIZING TEACHING METHODS

Introduction.

Students learn by associating or building to what they already know. When they enter the school system they relate what happens in school to their own personal experiences. This process never stops. Students who are not from white, middle class backgrounds learn things before they enter school that are different from what white, middle class students learn. Most school system values, however, are based on the values and experiences of the typical white, middle class student. The background of the white, middle class student allows that student to progress by maximizing the associations of their out-of-school experiences to what happens in the school. The background of students from other cultures, however, generally stresses that the students learn to be independent, protect themselves, take care of siblings and elderly, be self sufficient in such things as meal preparation, transportation and other similar features.

The background experience of these students from other cultures is often different enough from their white, middle class counterparts to prevent them from effectively learning. The motivational aspects of the school rewards the white students but punishes the other students who do not make associations for which they have no backgrounds. Students from different cultures may be wrongly judged to be inferior; this judgement is conveyed from the school structure to the student. This continuous penalty for not making the correct association and for being relegated to a second class status is insidiously defeating to any motivational attempts. One of the greatest problems is that neither the school, the child, nor the

parents may realize that the difference in background is causing the problem.

Statistics show that black students entering the first grade are only slightly behind their white counterparts, but that by the sixth grade the typical black student is a full two grades behind. The explanation of this is based on cultural backgrounds; the background of the Black students stresses the needs for immediate survival and independence. The background of the whites stresses educational achievement and abstract ideas. The Black students have no background for motivation or for building new experiences that are vital to learning. In essence, there is no foundation for growth and no system or structure within the family or school environment to encourage the growth. This type of condition is generally labeled "Cultural Deprivation." Black students do learn a great deal both in school and out of school. However, generally what they learn is not regarded as being of value to the school. Therefore they are penalized for learning different things and for not learning the same things as the whites, and develop no basis for learning correctly.

Another factor influencing school performance is the expectations of the parents. Students of many cultures, particularly those of the Mexican-American culture, have considerable respect for the authority of their parents. These students are greatly influenced by what the parents expect from the school. If the parents have had bad experiences with the school, their expectations will be low and the student will not expect to be either appreciated, or to perform in a very commendable manner.

There are three major barriers to motivating minority students to high levels of performance. The first of these is a potential

language difficulty. Language is the basic form of communicating and transmitting knowledge within the schools. A student whose basic language is other than English will continually experience difficulties in keeping up with other students until a degree of proficiency in English is attained. There are also different types of language problems such as when the student is relatively proficient in understanding the language but speaks it with difficulty. While the student has the ability to perform by following directions, he or she may perform poorly on assignments and activities where they must speak or write. Typically, when such students are continually corrected or subjected to ridicule, their motivation is diminished to an extent where they reject English as a language and revert to their original communications process with considerable resentment.

The second barrier is classified by the term "Class Bound Values." Class bound values are most typified by conflicts between the cultural expectations of the school and the cultural values of the student. Factors that can be included include the practicality and applicability of the basic information being conveyed, time concepts, sexual mores, verbalization and socialization patterns, the value of planning, manners, reaction to authority, and so on. The chart on page 7 details some of these potential conflicts. Caution is urged in comparing "typical" values to an individual person.

The third barrier is a clash between "Culture Bound" values. This factor has to do primarily with the stereotyping of one culture by another. For example, most white, middle class Americans regard the Mexican-American as an illiterate, migrant farm worker who works only when necessary. The typical Mexican-American student, on the other hand, might consider his white counterpart as an arrogant, inconsiderate, individual whose main goal in life is to repress

someone less fortunate. Other typical stereotypes include the belief that all blacks like fried chicken and watermelon, all Mexican food must be laced heavily with hot peppers, all orientals subsist mainly on rice, and American Indians have a closet full of feathered head dresses and should be addressed as "Chief." These types of stereotyping interfere with the educational processes when other students, teachers or school officials imagine stereotypes for students from different cultures and do not regard them as having unique and individual characteristics or as being capable of proficient achievement.

Another potential problem arises when teachers attempt to treat all students equally. Teachers should not treat all students equally. They should treat all students fairly and as individuals. Equal treatment of students may result in "built-in" cultural conflicts.

Teachers have never consistently <u>treated</u> all students equally--they have always varied the treatment for the individual student. Each student is regarded as <u>being</u> equal. What is desirable, is the goal of equal opportunity. Each student is a unique individual with equal status. It is both customary and common for teachers to vary the treatment or methods or content for each student in proportion with their abilities and their interests. In most cases, a group process is used to start a class and individualization is initiated from the group process.

Teachers should provide equal opportunity, equal fairness, equal firmness, and equal expectations but should be willing and able to individualize methods for specific individuals to affect maximum growth and cultural exceptance.

<u>OBJECTIVE</u>

After completing study on this module you will be able to recognize

patterns or conditions which may cause students to perform poorly. You will be able to develop tactics that could help individualize instruction for students with different cultural or language backgrounds.

The material for this learning experience consist of two elements. The first is a general analysis of the conditions that may cause lack of motivation and performance. Keys to individualizing instruction will be discussed and ideas presented during this section. The second section provides some typical situations to consider in determining potential reactions and strategies on the part of a teacher.

KEYS TO INDIVIDUALIZING INSTRUCTION

Motivation and success are the primary weapons in maintaining satisfactory performance. In individualizing instruction, the teacher must seek alternate ways to maintain the motivation and success for each student as an individual in order to maintain the desired level of student success. This level of student success is considered to be the basis for all continued performance. The underlying concept is that students who work and who accomplish their goals will find some type of reward or recognition that they value. When this does not occur through normal instructional modes, the teacher should change his or her techniques or the instructional activity in an effort to find a way of providing success for that individual student. Once the student identifies a teacher and a program with continued success, recognition, or reward, the student becomes success oriented and the problem usually diminishes to be one of little concern.

Perhaps the main tactic in individualizing instruction is to find out what the individual child values, does well, or is interested in, and build upon these values, interests and experiences. Achievement and motivation are related to a feeling of personal worth. If the

child feels secure, wanted, and capable of success, behavior will likely be a commendable and acceptable pattern. This simply means that the teacher must find a way to make the individual students feel that they are valued, they can succeed, and that they will be rewarded in some manner when they do succeed.

Students from different cultures particularly those from Black cultures, may have little sense of "deferred rewards." Hence, if an activity has no immediate or practical value, it is considered unworthy of effort. An education for the future has no cultural value and will not motivate the individual because it has no value to the individual. The teacher must find some way of relating the value of the activity to the value standards of the student. Teachers must find a means of individually rewarding successful efforts for learning.

Students from Mexican-American cultures often need frequent verbalization. Praise and recognition are vital elements in these situations because of the attention children receive in these cultures. Children are given constant reinforcing attention within the culture and may feel that they are unwanted and are not succeeding when they do not receive it. The system of "your doing o.k. unless someone chews you out" does not work well for students from these backgrounds. The lack of profuse verbal reinforcement produces a feeling of insecurity and reduces motivation.

When children can not succeed--or they think they cannot succeed--they seek avenues of recognition and achievement in other activities. They will not keep trying when any form of recognition is less than full value. Recognition will be sought--sometimes subconsciously.

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
1. Deferred rewards--work now for later success; plan for a future	1. Satisfy present needs, enjoy life as it is now.	1. Planning isn't possible, it takes too much time to survive.	1. No real conflict	1. Accept life as it is--the inevitable can't be changed.
2. Individual worth is based on individual accomplishments through independent and personal competitions	2. Individual worth is based on family membership or group recognition.	2. Loyalty is to family and peers. Worth is a mixture of status in a group and accomplishments as valued by that group.	2. Competition by an individual may be considered rude or unmannerly. Children should defer to authority bow their heads, avoid eye contact, be very quiet, and not volunteer or exhibit initiative.	2. Individuals worth is based on recognition by family and tribal groups.
3. Respect authority, but speak out for rights. Follow the rules & time schedules. Some questioning is valued.	3. Authorities are often biased and provide little real protection. Speaking out invites retaliation. Father's authority is unquestioned; opinions of family elders and church officials are given great value.	3. Authorities are often biased and provide little real protection. Ignore it when not watched. It is "whitey's" way to maintain control.	3. Defer to authority quietly, bow heads and avoid eye contact.	3. Individual action is given precedan except for a very few basic concept (e.g. marriage or religious). Time is not a major concern.

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
4. Personal property rights	4. No real conflict	4. Everyone takes from those who have more.	4. No real conflict	4. Sharing is expecte and special permission is not required. Take when you need and return when it's convenient. Leaders, especiall are expected to share.
5. Propriety in verbal and sexual matters.	5. Expression of emotional relationships is valued.	5. Negative, aggressive verbalization is a source of status. Sweet talk, "shine", or "jive" is natural and expected to gain anything.	5. Children do not volunteer information and only answer questions directly.	5. Recitation of deeds is expected.
6. Equality of sexes.	6. Male dominance. Sex role stereotyping.	6. Female dominance in the home	6. Male dominance, sex role stereotypes.	6. Male dominance, some stereotyping.
7. Value in learning for its own sake and use of abstract terms.	7. Value for learning is heavily influenced by "macho" stereotypes and by family values or perceptions.	7. Talk (school) is cheap; actions are more important Needs of survival are given priority. Use "jive" to create confusion to avoid what is not valued	7. No real conflict.	7. Learning is valued but individuals choose when and what.

This translates to the effect that if they can not be the best student on regular assignments, they will be the funniest clown, or the toughest fighter, or the one that "bugs" the teacher the most. They will seek other avenues of attaining recognition, reward and status. To individualize instruction, the teacher need find a clue to something that is rewarding and motivational to the student.

The reaction and behavior of students from different cultures can raise anxiety of both the teachers and the minority students which can provide a self defeating circle. The higher the anxiety level, the lower the level of achievement and the greater the behavioral problem. Please refer to the chart on page 7. One of the tasks of the teacher is to help the student from a different culture or language develop self discipline. Quick physical punishment is usually ineffective as it only temporarily represses a long standing behavior. It does not change--it retards behavior. Typically a repressed behavior will soon erupt in some form in a different setting.

It is unlikely that any remedy a teacher applies to a student in the 7th or later grades will have any immediate, long range effects. After all, it probably took six or seven years for the student to develop this particular attitude or framework of behavioral patterns, and by now they are probably habitual. It is naive of a teacher to think that only one or two admonishments or individualized efforts will affect a radical change in behavior. Behavioral changes can and do occur but only after consistent and long term efforts.

Vocabularies, as roots of language barriers, are situations where teachers can be very effective on even a short term basis. It is not good practice to correct a student who is attempting to communicate regardless of the quality of the grammar or the writing. Correcting

these infers a lack of success or accomplishment and is in essence an expression of dissatisfaction--particularly when done in front of the rest of the class. This literally discourages the student from attempting to communicate and yet the student will never perfect his or her communication skills without attempting to do so. Therefore, the teacher does not and should not discourage the student from trying--they should in fact encourage even the feeblest attempts. Typically, a good teacher will praise the content. They will then express openly a desire to receive more communication. If the teacher wishes to correct the individual they should wait several days to encourage communications and then act. A very successful technique is to ask the student individually if they would like to change (not "improve") to a more sophisticated or a more polished technique. If the student is interested, then the teacher can point out better ways to the student on an individual and private basis. This does not imply to the student that they were incorrect; it only points an avenue for being better. A student can also ask the teacher in private about the best way to communicate. Once the teacher recognizes the student for individual worth and provides an avenue for improvement, the student may seek it. There is no loss of prestige or lessening of the personal worth or sense of accomplishment through these techniques.

It is extremely important that teachers respect each child as an individual person. False statements about equality tend to reinforce to the student that the teacher expects a certain stereotyped performance. This will likely reinforce the lack of motivation rather than implant a sense of achievement. The teacher must convince the student that they have faith in that student, that student can learn, and that student has personal worth. This does not mean that the

teachers should expect any less quality from the student or any less in terms of standards of performance or behavior. Teachers must convey their expectations, they must be firm, they must be extremely fair, and they must be very consistent from one day to the next; if they are dissatisfied they must be very truthful and open in their explanations.

Activity by students is perhaps a major factor in motivating them. Subjects such as industrial arts, home economics, agriculture, and so forth are activity based and have immediate and practical application. As such they pose tremendous potential for the motivation of the students and thus potential as a vehicle for affecting change and improvement. Key factors to individualizing project or lab activities is in observing early activities of students. Most teachers use group instruction first, then assign students activities followed by observing the performance of the various students. Little additional work is needed with students who are succeeding as a result of the regular group instruction. Students who are not succeeding are very easily identified and the teacher may try a different technique with those individuals. These would include explaining the assignment in a different manner, drawing a diagram in the explanation, referring the student to a particular segment of the textbook, having a peer work with a student, and so forth. After a short time, the teacher should walk by and check the student again. If difficulties persist, the complexity or difficulty of the operation or assignment can be modified to fit the estimated ability level of the student. The important factor is that the teacher should always try to find an activity that can be changed or modified so that the student can experience success. Then reward, praise and recognition should

accompany that success. In this manner the student begins to identify the teacher, the teacher's program, and the school with satisfaction, success and reward.

If pride of membership within a family, group, or community is a cultural factor, this can also be a factor for control and motivation. The teacher should first establish a criterion by telling the student what is expected. This can be done by stating that, "members of this group behave in this desirable manner." If it is for the teacher's class, the desired behavior should be related to the expectations of the parents, family, or other particular group. The student then knows what performance is expected of them as an individual. As the student performs in an acceptable manner, immediate praise and recognition is expected. This can be accompanied by physical contact such as the firm clasp of a shoulder or a pat on the back. Comments should be specified so that the name of the individual is mentioned. A typical comment would be to state the student's name with a pat on the back accompanied by a statement to the effect that the student's parents (or group) would be proud to know that he or she is doing so well. It is important to call the student by name. If the student forgets and does not perform as expected, an immediate reminder should be invoked followed by immediate praise or recognition when the desirable behavior is performed.

REACTION

1. Your high school class meets late in the afternoon. It has several black students who seem to disrupt the first of each period in a boisterous, loud manner. One day, you lose your temper and threaten to, "be the worst enemy they ever had."

One lad seriously replies that he is so tough that you can't "keep him down." What is your next move?

2. You have a Hispanic student in your junior high school class. You know nothing about her background. As part of an assignment to explore career opportunities, she is assigned the task of reading a section of the text and making an oral report to the rest of the class on careers in architecture and engineering. She refuses to face the class. What should you do? What potential conflicts exist and what means of individualizing the assignment are there?
3. You have given a series of tests over several reading assignments to your 8th grade class. Several students consistently score badly on these tests. One young black student is in this group and finally exclaims loudly that, "this stuff is junk, man!" His activity work is sometimes good and sometimes it is bad. What factors would you consider in attempting to individualize your instruction and motivation for this youngster?
4. You have a black female student in your high school drafting class. She seems to perform adequately when she can see a real object to draw. When working from written or textual descriptions, she quickly becomes loud, social and inatentive and the quality of her work rapidly deteriorates. This has occurred several times, and each time you have individualized instruction by giving her a real object to draw. However, you are out of real objects to draw in your classroom, and each time this situation has occurred the student has been harder

to remotivate. Is this situation due to cultural factors? If so, what are they? What would you do to individualize your instruction and remotivate the individual?

5. What are the three major "barriers"?

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PREPARING TO TEACH IN A MULTICULTURAL SETTING

LANGUAGE, CULTURE AND SCHOOL PERFORMANCE

OBJECTIVES:

To identify the cultures within a community and to recognize the cultural values that could affect school performance.

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

Introduction

The ability of a person to read affects the school performance of any student; for those who lack full competency in English, more drastic effects are typical. If reading instruction is to be maximally effective and relevant for students who must learn English either as a first or second language:

(1) it must take into account a complex of factors, within as well as beyond the classroom,

(2) it must be grounded in a comprehensive and coherent view of language and literacy, and

(3) it must transcend a "remdial" perspective.

Along with examining the nature of these imperatives for improving the teaching of reading to these children, teachers should also give some thought as to how they can begin to translate these considerations into action within their subjects.

Complexities to be Considered

The entire matter of teaching reading to limited-English-proficiency students cannot, should not be viewed solely in terms of language. Factors other than language--such as social, political, and cultural factors--also play a role in literacy learning, and therefore, should be considered in the planning and decision-making surrounding reading instruction for these students.

One of the most controversial questions remains to be: Should the limited or non-English-speaking student be taught to learn to read through

his native language first and then English, or in English only or through both languages simultaneously? Although it makes "good reading sense" to teach the student to read in that language which is most familiar to him, one cannot overlook the fact that other factors might preclude utilization of the native language for reading instruction. Some of these factors include lack of a home literacy tradition in the native language, or even overt parental disapproval to native-language literacy; and unsupportive community and school attitudes toward native-language literacy might also preclude this type of reading instruction.

By the same token, if an English-only route to reading is favored for the limited-English-proficient student, it cannot be assumed that merely the use of English for instruction--here again the paring down of a complex educational question to consideration of language only--will by itself translate into quality reading instruction. Many other dimensions and factors in teaching, reading and learning must be considered. For example, contemporary reading research repeatedly has shown the importance of the learner's experiential and background knowledge, including his/her cultural environment, in reading comprehension. Likewise, research has linked reading achievement by limited-English-proficient students to school social factors, such as the nature of teacher-pupil interactions.

A Variety of Teaching Strategies

When one recognizes and acknowledges the complex factors that surround the reading education of limited-English-proficient students, it becomes apparent that there can be no across-the-board responses nor single-factor solutions in this matter. What may be a desirable response or plan for the reading instruction of one group of learners in one locale (e.g., Spanish-speaking students in Florida) may not be as desirable a

plan for another group of learners in another area (e.g., Pueblo students in New Mexico). In this case, one situation might support a native-literacy instruction model; the other might lend itself only to an (English as a Second Language) instruction model. In line with this, one should not be too quick to generalize about the second-language learning (comprehension ability) of one group of students to another without taking into account all the other factors -- other than linguistic -- which surround the respective teaching-learning situations, such as socioeconomic, political, cultural factors, and so forth. All in all, we must be sensitive to a kaleidoscope of factors -- educational and non-education, complex and interrelated -- as we engage in the planning, implementation, and efforts to improve reading instruction for limited-English-proficient students.

Dispelling Simplistic Notions

In whatever setting the limited-English student is receiving reading instruction (be it in a bilingual or a monolingual English classroom), it is not uncommon to find that certain simplistic ideas and views about his/her language and literacy learning prevail. Each classroom teacher is vital to learning, yet there are some that are incompatible with modern insights and findings about language, reading, and the learner. The instructional beliefs and the classroom practices they engender are often more counterproductive than supportive to the literacy development of these students. Many public school educators, for example, perhaps influenced by both misleading educational literature and popular stereotypes, are operating under a sort of subcultural model, which depicts bilingual students as coming from life styles which are deficient in relation to the values represented in the public schools and in the dominant society in general. Many educators interviewed for a series of studies have

argued that students are culturally deprived or disadvantaged, and that their home environment does not provide the skills, personality characteristics, or experiences necessary for a students' success in school. This view may provide educators with a plausible explanation for the failure of these students. In order to build quality reading programs for limited-English-proficient students, we must reconsider these questionable notions and practices. See Table one for some typical cultural value comparisons that can affect school performance.

The Reading Process

Especially when working with children for whom the school language is a second language, we cannot afford to embrace narrow or simple views about the reading process. We cannot reduce the reading act to merely calling out words or relating sounds to letters. If this does occur, then teachers are likely to grossly misunderstand students' reading abilities, focusing instead on pronunciation or other surface aspects of reading at the expense of comprehension and meaning which are the heart of reading. Likewise, if teachers assume that students' second-language production is directly reflective of their comprehension, they are likely again to severely miscalculate students' abilities and capabilities. Classroom observations reveal that second-language learners generally comprehend much more than they can produce orally or in writing. What this means is that neither pronunciation nor overall oral production in reading should be equated with students' reading ability or comprehension, nor should they be allowed to become the focal point of instruction, especially when limited-English-proficient students are involved.

If the limited-proficient student is in a reading program which includes native-language literacy instruction, how the reading process is

TABLE 1

TYPICAL CLASSIFICATION OF MAJOR DIFFERENCES BETWEEN

MEXICAN-AMERICAN AND ANGLO VALUE SYSTEMS

MEXICAN-AMERICAN VALUES	ANGLO-AMERICAN VALUES
Children from traditional Spanish-speaking families may be said to have accepted these general patterns:	U.S. school teachers are sure to place great value on these practices:
Subjugation to Nature	Mastery over Nature
Present time orientation	Future time orientation
Status based on ascription	Status based on achievement
Particularistic perspective	Universalistic perspective
Emotional	Affectively neutral
Low level of aspiration	High level of aspiration
Work for present needs	Work for future success
Sharing	Saving
Non adherence to time schedules	Adherence to time schedules
Reaction to change	Acceptance of change
Non scientific explanation for natural phenomena	Scientific explanation for all behavior
Humility	Competition
Obedience to the will of God	Individuality and self-realization

conceptualized in that situation is also important. In any language, reading can be viewed as a process of making sense of graphic symbols. The reader approaches reading expecting to get meaning. Research studies of reading in several different languages provide evidence that learners across different languages apply similar strategies in dealing with print.

Developmental Aspects and Learner Differences

Bilingual education programs are not programs to provide native language education in place of English. They are, instead, designed to prepare the student to succeed in English speaking classes.

It is becoming clear that in bilingual education programs, hard-and-fast rules cannot be imposed on students' language-literacy learning. It cannot be assumed that the literacy areas of reading and writing will develop only after a defined, fixed period or level of second-language oral development. Evidence is accumulating that shows oral language and literacy learning in a second language developing almost simultaneously or side by side. In fact, learners can expand their knowledge of the second language not only through oral situations but also when reading the language in related, meaningful formats. If second-language reading is seen as desirable, meaningful, and purposeful, it is likely and natural for the student to move from native-language literacy into second-language reading, without waiting on any externally-imposed criteria to signal that it can be done. Teachers in bilingual classrooms as well as monolingual English classrooms need to create language literacy environments for second-language learners that capitalize on these behaviors.

In all classrooms serving limited-English-proficient students, teachers need to be reminded that as second-language learners are growing

in that language, it is many time unrealistic to expect their reading-language behavior and performance to measure up to a native English "yardstick." Those language "errors" that students make during the course of second-language learning are as important to language growth as the errors that are made during first-language acquisition in infancy and early childhood. Teachers need to understand that these are systematic and natural aspects of second-language learning. In the realm of testing and formal evaluation, it should be remembered that native-like standards and demands must many times be adjusted in light of second-language learners' development.

Finally, acquiring literacy in the second language will vary with the literacy background of the learner. If the learner is already literate to some degree in his/her native language, reading in the second language will not be a totally unfamiliar task, simply because the learner already knows how to read. In contrast, the student with no native-language reading experiences faces a more demanding task when confronted with second-language reading.

Overall, to more effectively deal with developmental aspects and learner differences in second-language development, teachers would do well to heed these two points. First, students' second-language learning, like all learning, takes time to grow. And secondly, individual differences in second-language reading are to be expected and accepted as in all teaching.

Shifting to Another Perspective

All too often, reading instruction for the limited-English-proficient student is viewed from a "remedial" perspective, regardless of the instructional setting. Simply stated, the student is still looked upon as

"deficient" in some respects, and reading instruction for him is provided largely as a "catch-up" or "patch-up" program. More that likely, the student is still measured by an English "yardstick", and his cultural linguistic differences are seen as "problems" in the regular reading program. In some instances, the education of this student may be a continuing series of disjointed, unrelated, and even contradictory experiences, as the child is shuttled back and forth between the regular classroom and sundry special-assistance programs. It cannot be stated strongly enough that the limited-English-proficient student must be provided with a basic reading program that is comprehensive, coherent, and developmental in nature, not "remedial, "corrective", "transitional", "special", or whatever less-than-regular slant may be given.

A Positive Outlook

Today we know more than ever about the teaching of reading for limited-English-proficient students, and this knowledge holds promise for strengthening reading programs for out school population. From all that has been learned, it is justifiable to say that reading instruction--if it is to be maximally effective and relevant for these students--must be grounded in a positive view of the students, not in a "deficiency" stance, and should strive to utilize the students' experiences and background knowledge as a "bridge" to school and book content. This does not mean that the student's world view should become the entire focus of the reading program, but that for facilitating certain stages or aspects of reading development, this emphasis may be more effective than one which completely overlooks or looks down upon what the learner brings to the reading program with him.

The importance of capitalizing on the learner's world knowledge in reading instruction has been supported repeatedly and in different ways in current reading-language research and writings. For example, it has been noted that texts directly relating to the learner's own world and belief system consistently leads to higher levels of reading comprehension. Furthermore, reading instructional strategies that integrate the child's past experiences with new reading matter induce greater learning and motivation.

Assuring Quality

The importance of reading skill to the individual's functioning in school and society is indisputable. On that basis, the reading instruction that we offer limited-English-proficient students cannot be marginal instruction.

If native-language reading instruction is opted for, it should be replete with literacy experiences that "make sense" to the reader. These should be seen as worthwhile, purposeful, meaningful, and interesting. Reading in the home language should be interrelated with and supported by efforts in the other language. Native-language reading and second-language reading should be viewed as mutually reinforcing strands and not as disparate, competing spheres of instruction.

Teachers' must increase their understanding of not just teaching or pedagogy, but more basically, of learning; specifically, of how students grow in language and literacy. There must be a deliberate effort made to examine all the assumptions and notions held about the linguistic, cognitive, and social growth of limited-English-proficient students. Only by examining these assumptions against a backdrop of modern knowledge can we begin to make them more accurate, and then hopefully, can move easily toward translating them into appropriate

and effective learning experiences.

We know that knowledgeable and understanding teachers do make a difference in students' learning of reading. This is even more true for limited-English-proficient students where the key to more effective and relevant instruction is an enlightened teacher who knows and understands students and how they learn.

Reading and Vocabulary Difficulties

One of the methods of ascertaining whether or not a student has reading problems is by using a "Graded Word List". This list is designed to determine if a students reading ability falls beneath his "normal" grade level; if such is the case, the work list is helpful in locating the grade level at which the student is reading.

It sometimes happens that students who choose courses in the industrial arts dislike, at one level or another, dealing with language arts such as reading, spelling, and vocabulary. Although language arts are not the most important aspect of technical courses, it is necessary to be competent in them. Industrial arts teachers do well in reminding their students that before they can complete physical tasks assigned in class, they often will have to read the instructions either out of a textbook or out of an exam sheet or an assignment sheet.

When a teacher suspects that students maybe having difficulty in reading any sort of printed material assigned to them, a quick and easy little test may be employed. A good method of ascertaining whether or not a student has reading problems is by using the above mentioned "Graded Word List." See Table 2. This list is designed to determine if a student's reading ability falls beneath his "normal" grade level; if such is the case, the word list is helpful in locating the grade level at which the student is reading. Although upon first glance, the list may appear to be

oversimplified, upon careful examination it will usually be found that it is actually quite effective.

The first three columns of the list are a summary of what a student is taught in the first grade; the list then continues on through to the eleventh grade, since theoretically there isn't much of a difference between the vocabulary of an 11th grader and that of a 12th grader. The teacher may want to make the initial test utilizing the column which corresponds with the student's actual grade level; however, if the teacher discovers blatant displays of reading below the grade level, he may want to have the student read three or four columns beneath his grade level, until he reaches it, if indeed he is capable of reaching it. The student is asked to read the words aloud to the teacher. If the student misses more than three or four words per list, there is a definite problem.

The Graded Word List cannot give hints on how to solve language difficulties; it's only function is to determine, by using very general vocabulary, whether or not a problem exists. Once the teacher is convinced that a language problem <u>does</u> exist on one or more of his students, there are several suggestions which he can opt for in an attempt to help alleviate his student's problems.

If the student has difficulty reading basic vocabulary, such as that which appears in the Graded Word List, it would seem that his difficulty would be magnified upon being faced with additional technical vocabulary. However, the industrial education teacher has an advantage which might help to overcome the enlarging of an already existing problem; many of the teacher's students will have chosen the class because they have a geniune interest in the technical subject. Hence, when presenting new technical material, the related vocabulary may be more easily acquired.

TABLE 2

The Graded Word List
Quick Guage of Reading Ability

pp	p	1	2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
lock	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	scanty	bridge
middle	served	certainly	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interrupted	grim	relativity

7	8	9	10
amber	capacious	conscientious	zany
dominion	limitation	isolation	jerkin
sundry	pretext	molecule	nausea
capillary	intrigue	ritual	gratuitous
impetuous	delusion	momentous	linear
blight	immaculate	vulnerable	inept
wrest	ascent	kinship	legality
enumerate	acrid	conservatism	aspen
daunted	binocular	jaunty	amnesty
condescend	embankment	inventive	barometer

11
galore
rotunda
capitalism
prevaricate
risible
exonerate
superannuate
luxuriate
piebald
crunch

One of the things that industrial arts teachers might do is to introduce the students ahead of time to the technical vocabulary of each unit. If the teacher assigns a chapter which contains several difficult terms, a good idea is to go over these terms before the students read the assignment. Putting words such as superconductivity and commutator on the board will help the student to realize that although some words appear to be completely new to them, they actually have knowledge of them because they can recognize separate parts such as super-conduct-ivity and commute-ator. This introduction is new technical terminology before the literature is read, can prevent a frightening and discouraging reading experience for the students.

There are many terms found in technical textbooks which can be broken apart in order to see the components of which they are made up for example:

set-over	monotype	micrometer	electromagnet
spotfacing	ultrasonic	autotransformer	variometer
setscrew	photosensitive	chipboard	variocoupler
caseharden	photoconductive	demagnitize	magnetometer

Another manner in which the teacher can make sure that students are constantly exposed to reading, is by labeling as many items in the classroom or workshop as possible. The use of safety signs in the shop room can function as reading stimuli. Along with these, the teacher can set up bulletin boards on shop safety; cartoons for shop and craft magazines are also good items. These will be helpful because they focus attention to the theme they are describing. The teacher might ask the student with good reading abilities to read the content of the bulletin

board aloud while those students whose reading level is less than the norm follow the printed words assigned to them.

Industrial arts teachers are not limited to safety signs and bulletin boards. Items in drawers, storage cabinets, and tool racks can also be labeled. This insures that when a student is asked to locate a certain tool from the storage cabinet, for example, he will forcefully be exposed to words; while in the process of acquiring a good knowledge of the difficult tools, he will have to read various labels until he locates the desired item. The association of the object with the symbol will consciously or subconsciously be made and the word will be kept in mental storage.

One way to initiate the routine of associating symbols with objects is to put into use the following suggestions. On the first day of class, supply each student with a floor plan of the workshop. Locate on it several pieces of equipment such as table saw, shaper, planner, milling machine, etc., and leave blanks beside each turn. At the same time, make sure that all of the tools and machinery in the shop have a number of letter beside them, as the students move around the shop with their floor plans in hand they can locate the number or letter of an item in the shop with the corresponding terms in picture on the floor plan sheet.

Earlier it was mentioned that one of the advantages that industrial arts teachers have in teaching vocabulary is that in many cases, the students in the classes have a sincere interest in persuing the technical subject. Another factor to their advantage in vocabulary teaching is that in the shop setting students are simultaneously introduced to new terminology and to the items represented by these new terms. The shop or

laboratory is an ideal setting for learning in that it synchronizes the hearing of a new term with seeing the object it represents while watching the object put to use first by the teacher and perhaps then by the students themselves. Students are more likely to remember new words such as "engine lathe" if they can see, hear, touch and manipulate the actual machine. In the meantime, their visual memory will be involved even more if they see the word displayed during the demonstration, and consciously or subconsciously they will take to retain more of their new vocabulary.

Once the new vocabulary has been reduced, teachers will do well to encourage the students to begin using it as soon as possible. If a teacher has just introduced his students to "mitering" a board, a good follow-up to his demonstration might be to ask the class to relay what he has just finished demonstrating. The procedure can be as simple as pointing to the rip-fence or holding up the miter-gage and asking "What did I just call this?" The class as a whole might be asked to answer questions followed by direct questions to individual students. Others could be asked to help out in attaining the correct answer. In both cases, the students will benefit from the opportunity of hearing and repeating the new terms all over again.

As the year progresses and students begin to gain more confidence in their knowledge of tools and machinery, they might begin to question the importance of language skills in a technical class. It is at this point that the teacher will do well to gently but firmly point out to the students that not only have they not mastered all the necessary language skills for the school year, but also that in order to survive in the job market they will always needs to maintain an adequate level of reading, comprehension, and spelling. An affective way of pointing

this out is by cutting out a newspaper advertisement for a carpenters assistant, or something of the like. He can then tell the students to pretend that each of them has just been chosen for the job, and to make projections as to what skills they think the job would require. The students will probably be quick to respond that the job will require a knowledge of the functions of the tools and machinery. The teacher will do well to point out that language skills will also be of importance; he can remind the students that a boss will not always give oral instructions, and that he should count on having to read instructions that must be read and understood before a task can be performed. The teacher can also bring to mind the fact that the students might find themselves in the position of being the "boss", and that the oral and especially written instructions he gives must be written with special attention, for example, to spelling so that an apprentice may follow his instructions without difficulty.

Two final recommendations for the industrial arts teachers are 1) that he keep dictionaries handy and accessable for students at all times, and 2) that he keep some sort of "shop library." Students who might never be seen in the school library may be the very ones to make the shop library a second home. For these students, magazines on mechanics and "How-To-Do-It" books will attract their interests more than other books. A shop library will benefit all shop students, but it will especially benefit a student who is lacking in language skills; this can be seen in the following points:

1. A strong interest in shop-related subjects can help remove psychological blocks to his reading progress.
2. A student who is not verbally oriented may now spend many hours in the world of printed words. New words

are met repeatedly in similar and different settings, allowing a gradual incorporation them into a vocabulary. This reading practice tends to strengthen comprehension.

3. An empelling interest in the subject may enable a student to handle "far to difficult" books and to stretch his or her reading power.
4. As a student learns to search out answers in books, she or he is better able--through reading--to continue her or his technical education.
5. The inviting do-it-yourself projects in popular magazines and in books often lead to home hobbies.
6. A young person's self-concept can be altered by experiencing success. Success through and with reading in shop class sometimes helps that person to succeed better in the broader school situation.

REVIEW FACTORS

1. What are the three things that are needed for reading instruction?
2. What are the differences in teaching students literate in their native language and those who are not?
3. Contrast the typical values or ideas that teachers use to motivate Anglo-American students with those that should be used for Mexican-American students.
4. How does family, neighborhood and culture affect motivation?
5. What method can a classroom teacher use to determine reading level?

6. How can you tell if a language problem exists rather than a reading problem?
7. What specific techniques can industrial arts teachers use?
8. Can you think of other techniques?

The Industrial Education Department

of

TEXAS A&M UNIVERSITY

presents another topic in the series for

PREPARING TO TEACH IN A MULTICULTURAL SETTING

SCHOOL EXPECTATIONS

OBJECTIVES:

To analyze language and communication patterns for areas of misunderstanding and identify cultural factors that differ from school expectations.

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

COMMUNICATING SCHOOL EXPECTATIONS TO STUDENTS WITH LANGUAGE OR CULTURAL DIFFERENCES

Introduction

Teachers need to be aware of language/cultural differences in order to effectively communicate school expectations to students with these differences. Teaching and learning in multicultural classrooms involves differences among students as well as teachers in terms of ethnic and cultural backgrounds. It is important to realize how these backgrounds influence educational success; it is as important as the different levels of intellectual capabilities on the part of the learners and as the different levels of effective instruction on the part of the teachers. Differences in values, expectations, attitudes and behaviors of teachers and students from various ethnic groups may cause cultural conflicts detrimental to instructional and learning processes. In order to maximize efforts towards effectively communicating school expectations to ethnically and culturally different students, the diverse cultural variables which come into play in multicultural school settings must be recognized and considered.

By the time children enter school to begin their formal education, they are already ethnically mainstreamed in their own culture, values and socialization. Their humanity is patterned by the cultural conditioning of their ethnic group identity and heritage. They bring to school with them firmly established values, cognitive styles, incentive-motivational styles, communication patterns, and normative expectations which reflect their ethnic group membership and experiencial backgrounds, and which are largely determinant of their classroom behaviors. These cultural "lenses" act as screens through which new experiences are filtered, interpreted, and

assigned meaning. It is important in trying to communicate school expectations to these students of different cultural backgrounds to take into consideration their particular home situations; teachers must remember that a communication style that may seem perfectly clear to them, because of the culture from which they come, may not be as clear to someone from either a slightly different cluture, and perhaps totally confusing to those from a totally different cultural background.

Blacks Hispanics, Asian Americans, and American Indians are not as assimilated into the common United States culture as some other ethnic groups are; their cultural values, expectations, and behaviors (scoiocultural values) are likely to be significantly different from the normative expectations of schools. They are the students most directly involved in and affected by dilemnas of cultural conflict in the classroom. Academically, they are the ones served most unsuccessfully by educational institutions. In other words, ethnic minorities are often out of phase with the educational system that is built upon the normative structure of the majority culture. Their values, beliefs, behaviors, and expectations are often in conflict with those of the schools. These conflicts are frequently misunderstood by both students and teachers alike and, the success of the educational process is compromised.

Objective

After completing study on this module you will be aware of how students from different cultural and/or language backgrounds may require special attention in the communication of school expectations, and you will be able to suggest manners in which teachers can more effectively commumicate these expectations to students from culturally different backgrounds.

Ethnic Learning Patterns

Cognitive learning styles of different ethnic groups are inseparably linked to cultural perceptions and values regulating interpresonal relations. Teaching and learning occur within the contacts of human interactions, and for ethnic groups, many of the same rules that govern formal instructional exchanges are the same as those that regulate interpresonal relations.

The learning styles of ethnic groups are the self-consistant, preferred modes of thinking, perceiving, remembering, and problem-solving; they are specific patterns of processing information, depending upon a given ethnic group, and generally exhibited by members of that group. Once established, their basic structure is largely uneffected by intra-group social class variations. Since they reflect cultural values and ethnic socialization processes, they also operate in situations outside their own cultural context, such as in multicultural classrooms.

Two distinctive cognitive patterns, analytical and relational, have emerged from research on ethnic learning styles. The analytical mode of learning is characterized by stimulus-centered orientations to reality, a capacity for sustained attention, a formal or an analytical manner ob abstracting particular information from stimuli, a detailed-specific, individualistic, and somewhat impersonal code. These characteristics seem to be more persistant among Anglo-Americans than among the four mentioned minority groups. The relational cognitive style, on the other hand, employs self-centered orientations, uses a descriptive mode of extracting information from stimuli, focuses on global characteristics of stimuli, uses a restricted syntactic code, and determines word meanings by stituational contexts. This cognitive style has been found to be exhibited more by Mexican-Americans (Hispanics in general), Blacks, some American

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
1. Deferred rewards--work now for later success; plan for a future	1. Satisfy present needs, enjoy life as it is now.	1. Planning isn't possible, it takes too much time to survive.	1. No real conflict	1. Accept life as it is--the inevitable can't be changed.
2. Individual worth is based on individual accomplishments through independence and personal competitions	2. Individual worth is based on family membership or group recognition.	2. Loyalty is to family and peers. Worth is a mixture of status in a group and accomplishments as valued by that group.	2. Competition by an individual may be considered rude or unmannerly. Children should defer to authority bow their heads, avoid eye contact, be very quiet, and not volunteer or exhibit initiative.	2. Individuals worth is based on recognition by family and tribal groups.
3. Respect authority, but speak out for rights. Follow the rules & time schedules. Some questioning is valued.	3. Authorities are often biased and provide little real protection. Speaking out invites retaliation. Father's authority is unquestioned; opinions of family elders and church officials are given great value.	3. Authorities are often biased and provide little real protection. Ignore it when not watched. It is "whitey's" way to maintain control. Look for a short cut.	3. Defer to authority quietly, bow heads and avoid eye contact.	3. Individual action is given precedanc except for a very few basic concepts (e.g. Marriage or religious). Time is not a major concern.

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Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
4. Personal property rights	4. No real conflict	4. Everyone takes from those who have more.	4. No real conflict	4. Sharing is expecte and special permission is not required. Take when you need and return when it's convenient. Leaders, especiall are expected to share.
5. Propriety in verbal and sexual matters.	5. Expression of emotional relationships is valued.	5. Negative, aggressive verbalization is a source of status. Sweet talk, "shine", or "jive" is natural and expected to gain anything.	5. Children do not volunteer information and only answer questions directly.	5. Recitation of deeds is expected.
6. Equality of sexes.	6. Male dominance. Sex role stereotyping.	6. Female dominance in the home	6. Male dominance, sex role stereotypes.	6. Male dominance, some stereotyping.
7. Value in learning for its own sake and use of abstract terms.	7. Value for learning is heavily influenced by "macho" stereotypes and by family values or perceptions.	7. Talk (school) is cheap; actions are more important Needs of survival are given priority. Use "jive" to create confusion to avoid what is not valued	7. No real conflict.	7. Learning is valued but individuals choose when and what.

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Indians, and Asian Americans. The learning habits of these four ethnic groups reflect a shared-functional orientation in that they are more responsive to educational environments that employ social centered learning materials and techniques, cooperation among students, verbal tests, learning by modeling and imitation, and global aspects of conceptual learning. These minority groups have also been found to be more sensitive to the opinions of others, and to respond well to authority figures who express confidence in their intellectual abilities.

In comparison, the instructional styles used most frequently by teachers in public schools tend to be analytical or field independent. They reflect the values of mainstream society which emphasizes cognition and rationality, competition, individual success, assertiveness, mastery of details, and inductive reasoning. Multicultural education and the success of ethnically different students in schools are impossible when these basic differences in learning styles are ignored or misunderstood.

Cultural Values

Among the cultural values attributed to Asian Americans that need to be taken into consideration when trying to successfully communicate school expectations are restraint of strong feelings, cooperation, obedience to authority, dependence on the family, formality in interpersonal relations, intolerance for ambiguities and unstructured situations, and conformity and social inhibition. In communicating school expectations to students of oriental backgrounds, for example, it is important to double-check and triple-check, if necessary, in order to determine whether or not they understand what is expected of them. These students are brought up to show unquestionable obedience towards and cooperation with authorities. They are not allowed to question instructions even when they do not understand them. Insuring that these students are aware of exactly what is expected

of them can be a far from easy task. If a teacher (authority) asks if they understand the only culturally permissable answer is "yes." A way of checking students' comprehension is by asking them directly, "what are you going to do?" This procedure may be time-consuming, and it may even cause some unintentional embarrassment for the student; however, it will serve to alert both the teacher and the students to whatever might need to be better or more carefully explained.

The core values of Anglo-Americans and mainstream American culture encompass object-orientation, competitiveness, rationality, the work ethic, material well-being, asertiveness, and egalitarianism in interpersonal relations. These values are institutionalized as school norms; they permeate the entire education process and constitute the relational or interactional criteria for success in schools.

Cultural values control individual behavior through complex systems of norms, expectations, sanctions, and punishments. The preferred behaviors sanctioned by particular sociocultural systems extend beyond there boundaries when members of those cultures interact with people and experiences from other cultural groups. Such is the case with students and teachers in multicultural classrooms. To assess the intricacies of the cultural values and their educational implications, consideration needs to be taken of the cultural values as roles and role relationships preferred by different ethnic groups. It must be remembered that different cultural values espoused by different ethnic groups play an important rule in how ethnic students respond in teaching-learning situations. Teachers will do well to keep this in mind when communicating instruction to them.

Communication Styles

Ethnic communication styles encompass more than language structures

and word usuages. Several communication variables are readily identifiable as being culturally determined: these include attitudes, social organization, patterns of thought, role prescriptions, language, use and organization of space, vocabulary, time conceptualization, and none verbal expressions. These combine to regulate behaviors and perceptions relative to messages and meanings of communicative acts.

The problems members of different ethnic groups encounter in communicating with each other are attributable to cross-cultural interference caused by differential word usage and conflicting code perspectives. A specific example of this kind of interference is the difference in cultural focus between Blacks and Anglos: to Anglo Americans, "understanding" is an analytical process, and is achieved to the extent that an object, idea, or problem is reduced to the sum of its parts; by comparison, in the Black American cultural tradition, understanding and appreciation are derived from performance, and tend to be oral and motor, with primary focus on deed performance and expression.

Another example may be taken from a case which actually occurred in an elementary school several years ago (although the grade level is considerably low in this instance, it serves as an example of how cultural differences may be responsible for inadequate communication). A classroom evaluator employed by the state of Texas was visiting a classroom which had several students who were learning English as a second language. Several children were sitting on the floor, and among them was one of the ESL children. The teacher, perhaps in an effort to impress the visitor sent by the state, was trying to establish order in the classroom by seating each child at his or her desk. One ESL student was walking in the room and the teacher hurriedly instructed him to "Get off the floor!"; the student, not sufficiently familiar with the English language as a

whole, much less with its idioms, was stunned into inanimation. He had no idea of what the teacher was instructing him to do, and did not know how in the world he could go about getting off of the floor on which he was walking. Had the teacher been aware of the interpretation of this English idiom, radically different from the child's native language, perhaps she would have chosen a different manner of communication instead of repeating the same phrase over and over again.

Ethnic communication styles include non-verbal behaviors as well as language and word usage. Perceptions of time, spatial distance, gestures, touch, and other body kinesics are significant culturally determined variables that interact with language to establish communicative messages and meanings. Nonverbal behaviors can inhibit or facilitate interpersonal relations and rapport between teachers and students in multicultural schools and directly affect the success or failure of the educational enterprise. For instance, while direct eye contact in one ethnic group is equated with respectability, in another it may be a sign of disrespect and defiance. What may be considered an appropriate personal distance between communicants in one culture may be interpreted as agression or intrusion into one's personal comfort zone by another. As we can see, the problem of inter-ethnic group communication in multicultural classrooms can be intensified further when non-verbal signs and symbols convey messages incongruent with the message being transmitted, or with the message that someone is attempting to transmit. Teachers will do well to examine behavioral and communicative variables well, in order to determine how cultural conditioning affects student and teacher communication styles in the teaching-learning process.

The Industrial Education Department

of

TEXAS A&M UNIVERSITY

presents another topic in the series for

PREPARING TO TEACH IN A MULTICULTURAL SETTING

INVOLVING PARENTS

OBJECTIVES:

To recognize the potential contributions of parents to schools and to identify ways of involving parents in school activities

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

INVOLVING PARENTS

INTRODUCTION

It has become increasingly apparent that administrators, teachers and counselors would do well to expand their efforts in incorporating parents into the school curriculum. There has always been an effort to keep parents informed of what is going on in their childrens' classrooms; however, there is a growing interest in the advantages of utilizing parents as models for assisting students in their future occupational selections.

The advantages of utilizing parents as speakers on career topics are many. Of course, they are likely to vary from community to community. There are two advantages, however, which probably hold true in virtually any situation.

1. Parents are accessible speakers; they are members of the local community, and as such are likely to readily volunteer their time for their children and the children of their neighbors.
2. As members of the community, parents are a reality in the minds of the students, as opposed to being a vague abstraction that is far removed from their every day life.

Parents who are invited to function as speakers on career topics may come from all walks of life. In fact, it is important that there be a good variety of guest parents speakers; that is, parents who represent "traditional occupations" as well as those who represent known traditional occupations.

Given that in many communities schools serve students from several different cultural backgrounds, it is also a good idea to include guest

speaker parents representing each cultural group. Some of these parents, in cooperation with teachers and counselors might be able to provide bilingual career materials in different languages, depending upon the cultural groups which are represented.

PREPARATION OF PARENT SPEAKER PROGRAM

Tips for Teachers and Counselors

Teachers and counselors will find that working up a list of Parent Guest Speakers will involve quite a bit of time. An example of a check list to go by might be something like this:

1. Seek out the administrative head of the school district. This support is essential to a successful program. Together establish the program;

   A. Definition
   B. Purpose
   C. Goals
   D. Membership criteria
   E. Recruitment Plan
   F. Starting Date

2. Ask administrative head to identify personnel who know a broad section of community people.

3. Hold interviews with vocational education personnel to: a) identify types of speakers needed and b) identify contacts

4. Hold group meetings with administrative head and appropriate personnel to brain storm lists of parents and community people who matched teacher needs with an emphasis on both traditional and non-traditional occupations.

5. With the same group, brain storm a second list. The first one is easier but the second time around you find people that no one thought of.

6. Take both lists and evaluate each person:

   A. sex
   B. race
   C. age
   D. culture
   E. traditional/non-traditional occupation
   F. community occupation
   G. future occupation
   H. family make-up

Look for a broad, representative group; then look for specific personalities in career stories.

7. Prioritize names on remaining lists. Put the most effective ones at the top.

8. Decide how many speakers you want depending on the size of the school and the town. This decision should always be left to the administrati head. Some where between 15 and 50 is an average number.

9. Categorize the speakers for visiting them personally. You might seek six people who can't say no to you and then the Principal visit another six etc.

10. Target the people for time and date to send initial letter from the administrative head and then visit those people.

11. Establish a distribution list for groups who will receive P.R. about the program.

12. Begin a thank you list. There will be several people to thank.

13. Draft a superintendent's letter of introduction to speaker when the superintendent visits.

14. Draft a superintendent's letter of introduction to the speaker when the superintendent sends someone else.

15. Print a speaker biographical form.

16. Set visiting staff schedule.

17. Provide phone contact forms for staff to use to call speakers within two weeks of the superintendents introductory letter.

18. Visit your speakers. Tell them about the program. Use visiting staff check list.

19. Print a superintendents invitation to speakers to serve on program--include an acceptance card.

20. Draft a mailing invitation procedure.

21. Draft a superintendents acknowledgement of acceptance letter sent with biographical forms and a list of instructions.

22. Draft a superintendents acknowledgement of a "regret" letter.

23. Acquire architectural drawings of the campus and of the parking lot for a map to be printed on a decal card.

24. Design a decal and a card; distribute at a kick off dinner for guest speakers. Design and print speaker request form to be used by teachers and principals.

25. Design and print a speaker confirmation form to be used by teachers, principals, and speakers.

26. Develop and print a Teachers Notes Booklet for a successful program. Distribute at an in-service.

27. Develop and print a Speakers Tips Booklet for a successful program; distribute at the kick off dinner.

28. Design and print a speakers bureau directory to be used by teachers and counselors to select speakers, for the speakers themselves, and to distribute through out community for P.R.. Distribute to the teachers at an in-service; and to speakers at the kick-off dinner.

    A. Use a biographical information form.
    B. Work with each speaker on the nature of talk and speech title.
    C. Use photographs.
    D. Check and recheck for errors.
    E. include picture and welcome form superintendent.

29. Print a sample newspaper article announcing the speaker to be sent by the principal's office prior to each visit; Keep individual information on file containing biographical forms and photographs.

30. Develop a school letter to send home announcing the program.

31. Hold an in-service for teaching and staff personnel on how to implement the program two weeks before the program begine. Practice the process.

32. Send a Superintendent's Letter of Reminder to the speaker announcing the program one week before the program begins.

33. Print a Principals Office Monthly Speakers Sign-in and Time Sheet.

34. Print a Superintendent/School Board Monthly Speaker Report.

35. Print a sample thank you letter to the speaker for class presentation. Distribute this to teachers.

36. Draft a superintendent's thank you letter to speakers employer.

37. Print Certificates of Appreciation to be presented to speakers at the end of the program year.

38. Write thank you's to everyone who helped you get this program rolling.

39. Follow-up in 60 days with the principals to see which speakers have not yet been asked to speak. The principals will see to it that speakers are not overlooked.

40. Follow-up at the semester's end to see that the superintendent and principal have reviewed the teacher and speaker evaluations to continue to insure a successful program.

41. Conduct an end of the year evaluation of the program. This is usually the half way point. The program generally runs in two year cycles.

42. Send the superintendents thank you letter to the speakers for the first years work; make them as personal as possible addressing specifics from the first year presentation.

43. Have the speaker applications available throughout the year, in order to begin again. This time new people should be anxious to volunteer since this program has been so successful.

TIPS FOR GUEST SPEAKERS

The following format has been used by one school district in preparing the parent guest speakers for their visits.

I. Before Your Classroom Visit

1. Teachers will request parent guest speakers through the principals office. Scheduling will be arranged by the principals office staff at your convenience. You will be invited to speak from three to four times during the year.

2. When you agree to speak, the principal will send you a written confirmation. An evaluation sheet will also be sent to you to be returned to the principal after your campus visit.

3. The teacher will contact you to confirm your visit and to make specific arrangements for the class meeting, i.e., equipment, lunch afterwards. Take time to find out about the class so that you can direct your presentation toward their grade level, interest, etc. The teachers' telephone numbers at school and at home appear on the confirmation card, should you need these later on.

4. As soon as arrangements have been completed for your visit, be sure the appointment gets on your calendar. If any problems arise, contact the teacher as soon as possible.

5. Prepare a brief information card about your personal background which the teacher could use in introducing you to the class. This card could be used for all future classroom visits and will be presented to the teacher when you arrive.

6. Allow enough time so that you will arrive at school about 10 minutes before your presentation. You will need more time if you have equipment to set up.

II. Arrival At School

1. Parking spaces close to the school should be provided for you. Your decal card shows the parking locations.

2. Please report directly to the principals office when you arrive. The office staff will be expecting you and will notify the teacher of your arrival. If for any reason you get to the classroom without going to the office, ask the teacher to notify the office immediately.

3. Teachers will often send students to the office to greet you and guide you to the classrooms. If you have prepared a background card, give it to the teacher. Your introduction to the group should be made by the teacher or a student. If this is neglected, introduce yourself and give some facts about yourself, your family and your work.

III. Suggestions For An Effective Presentation

Content

1. Have an interesting opening to help establish the initial rapport with the students.

2. Have a few "barometer" questions ready for determining how much the group already knows about the subject and to involve them immediately.

3. When using a specific example for further clarification select one which you feel has been experienced by the students. Talking down to students is as undesirable as talking over their heads.

4. Use frequent example in human interest illustrations to make your presentation come alive.

5. Avoid excessive use of dates or statistics.

6. Avoid stereotyping work as mens' or womens' work.

7. When introducing what might be unfamiliar terminology, take time to write the word on the chalk board and explain its meaning. If you ask "Do you know what _____ means?" they will often say "yes" when they do not know.

8. Visual materials (slides, charts, diagrams, artifacts, etc.) may be incorporated into your presentation. These help in maintaining the students' interest.

9. Plan a presentation which does not "preach" but allows the students to draw some conclusions on their own.

10. Informality in your presentation is important in order to give students the opporunity for interaction and participation.

11. Allow time during or at the end of your presentation for students to ask questions or to comment on the subject matter.

Length

1. The length of your presentation should be 30 minutes with 15 additional minutes for questions.

2. If the group is obviously getting restless take the initiative for closing. A way to do this is by saying "I'll have time for just two more questions."

Delivery

1. An affective presentation should not be rushed. The content should not be so extensive that this would be necessary. Give the students the feeling that you want to spend time with them.

2. Try to involve students whenever possible by directing questions to them or asking them for their assistances in demonstrations, etc.

3. Student attention will improve if you maintain eye contact with them, so that they feel you are talking to them personally.

4. Disciplining, if necessary, is the responsibility of the teacher. If you feel that proper order is not being maintained feel free to terminate your presentation at any time.

5. It is advisable not to pass materials around during your presentation as this draws attention away from you. Time can be allowed at the end of the session for students to get a closer look.

6. If you have materials for the students to look at but not touch, please make this request known.

7. For lower grade level presentations, it is better to ask the students if there is anything else they want to know rather than if they have any questions.

8. If you are bringing materials, particularly small ones, it is suggested that you mount them on cardboard or other material to prevent loss.

9. Try to leave the class with a "challenge" for them to do further research after you leave.

IV. Concellation/Emergencies

1. Try to avoid last minute concellations if at all possible.

2. If a last minute concellation does become necessary, please notify the school secretary immediately so that the teacher can be advised.

3. If you are using your own projector, be sure to have a spare bulb with you.

V. After Your Classroom Visit

1. Please feel out the evaluation card you receive with the confirmation and return it to the principal's office.

2. You may also request the principal's comments regarding your presentation.

INFORMATIONAL SESSIONS FOR PARENTS

Just as parents can be used as models for students, so can they be used as models for parents who are new to the United States, or who are simply unfamiliar with the culture of the Anglo majority of this country. By forming a special Parent-Group Committee, geared toward orienting parents this time instead of students, role models can be presented in order to better equip parents for the tasks of guiding their children in occupational directions.

These informational sessions for parents may be much more simplified and informal than the Guest Speaker Program for students. After all, it must be taken into consideration that the parents attending these sessions would be doing so after working hours, since they would be giving up their leisure time, an effort to make them as comfortable as possible would be helpful.

The role of the session would be to correlate school, home, and community life. Members of the Parent-Group Committee could provide information about how the schools operate; they could give a general over-view of the school curriculum in order to better communicate school expectations and goals. The members of the committee could simultaneously learn about the home environments of the various ethnic group representatives involved in the sessions. Ideally, the information about the home environments of students and parents from different ethnic backgrounds would reach classroom teachers and administrators, so that they could be better prepared to meet the needs of all students. Finally, parents participating (as listeners) in the sessions could be informed of the Parent Speaker Program, and they could be briefed as to the guest speakers' presentation. By involving interested parents in these sessions, and by eliciting other parents as guest speakers in school, the home, community, and school could better function to serve its students as a whole.

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of

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presents another topic in the series for

PREPARING TO TEACH IN A MULTICULTURAL SETTING

EVALUATING RESULTS

OBJECTIVES:

To compare and contrast the achievement levels of culturally different students.

INSTRUCTIONS:

Read the material in this booklet and use the information to complete the activities in this module.

Evaluating Results of Individualized Instructions in Multicultural School Settings

Introduction

A preceeding module dealt with the subject of "Individualizing Teaching Methods," and expressed the critical consideration for teachers is to respect the various background experiences that students from different cultures bring with them to the classroom. To really offer equal educational opportunities to all students from grade one to grade twelve, students must not be penalized for bringing different cultural values with them to school. School teachers and administrators need to be aware of these differences and to take advantage of them by building upon the cultural foundation brought in by these students in order to facilitate new and different teaching and learning opportunities.

Many teachers and researchers have tested students in multicultural classrooms for their achievement under both "traditional" teaching methods (treating all students equally, i.e., as though they all come from the same cultural background), and under individualized teaching instruction. Significant improvement can be made through individualized instruction.

Objective

After completing study on this module you will be able to compare and contrast the achievement levels of culturally different students, particularly where individualized instructional methods are used.

The key to evaluation is based upon an estimated effect of the three barriers to learning experienced by students from different cultures. Individualized instruction is largely based upon the effects of these, and the evaluation is also keyed to these factors.

Language Barrier

Language, the first of three possible difficulties, is probably the most crucial barrier which can exist for any student. Beginning in the primary grades, non-English-speaking children who have lived the first critical five years of life in a language and culture different from the language and culture promoted in most Texas schools inevitably suffer from culture shock. Even though teachers may try their best--in English--to make these children feel comfortable and welcome, it is difficult for them to achieve these two sensations. One important reason for this is the following: when English is the only medium of communication, and the children's native language is banned from the classroom (and sometimes even from the playground), they inevitably feel estranged. Only as they succeed in assuming a new and unaccustomed role do they begin to feel the warmth of approval. In subtle or not so subtle ways, these children may be made to think that their native language(s) are inferior to English, that they are inferior to English-Speaking children in school, and that their parents are inferior to English speakers in the community.

The non-English-speaking student who is unable to acquire literacy in English in competition with his English-speaking classmates, and who is not permitted to acquire literacy in his own language makes a poor beginning that he may never be able to overcome. As in a previous module, when students cannot succeed--or are convinced that they cannot--they will seek recognition and achievement elsewhere. If students cannot outshine others in classwork, they might seek other avenues of reward and success, such as playing the class clown or the teacher's pest. The frustration and discouragement that these students experience may ultimately lead them to seek the first possible opportunity to drop out of school. In order to

avoid this undesirable outcome, some teachers have proposed that fellow teachers and administrators keep the following points in mind when dealing with multi-ethnic groups of students:

1. The self-image and sense of dignity of students who speak other languages must be preserved and strengthened.

2. The student's mother tongue is not only an essential part of his sense of identity; it is also his best instrument for learning, especially in the early stages.

3. Preliminary evidence indicates that initial learning through a non-English home language does not hinder learning English or other school subjects.

4. Differences among first, second, and foreign languages need to be understood if learning through them is to be sequenced effectively.

Many teachers have put these points into use and have been able to compare achievement results between individualized instruction as opposed to "traditional" instruction. For example, teachers in Canada have experimented with both types of instruction; the results have been overwhelmingly better in the individualized methods where language and culture have been allowed to form the premise upon which the remaining instruction will be built. Other studies in Mexico have also supported this theory, as have studies conducted throughout the Southwest in the U.S. Far too many results indicate that although language <u>can</u> be a barrier for culturally and linguistically different students in U.S. schools, it need <u>not be</u>; on the contrary, the knowledge brought in from other languages and cultures can provide an enriching foundation for new learning experiences.

<u>Class Bound Values</u>

Another kind of barrier which can exist for students from different ethnic groups is one dealing with classroom values or cultural expectations of the school versus the cultural values of the students. Again, it has been found that when teachers and administrators take into consideration

that different cultures view concepts (such as time, social mores, authority, etc.) differently, barriers can be alleviated, if not eliminated. For example, the Vietnamese culture's concept of time differs noticeably from the U.S. culture's (dominant Anglo view) concept. To express the notion of past versus non-past, or plural versus singular, the Vietnamese language does not use inflectional suffixes such as play in contrast to played, or book in contrast to books, as is done in English. Vietnamese uses, instead, articles to express the same notion. Because it is mainly a society based on agriculture, exactness of time is not considered as important for the Vietnames culture as it is in the industrialized U.S. The Vietnamese concept of time and the way of expressing it will influence the way Vietnamese students use English, while they are still in the process of learning this new language.

The concept of color in the Vietnamese culture is also different from that of the U.S. culture. For example, one word, xanh, expresses two colors: blue and green. In order to distinguish between the two, Vietnamese people employ objects of nature within the context of the sentence; they might either make reference to the sky or to a leaf. The two examples of time and color are given here because it has been found that when teachers are aware of these important cultural differences, they are more likely to be better prepared to deal with students. See the following chart for cultural comparisons.

If teachers also have a basic idea of the typical classroom set-up to which culturally different students are accustomed, they will have a better understanding of them. An immigrant Vietnamese student, for example, is used to seeing the teacher as an authoritarian at an elevated desk at the head of the classroom. The student is used to sitting quietly at his permantly assigned desk, and to asking the teacher's permission for almost

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
1. Deferred rewards--work now for later success; plan for a future	1. Satisfy present needs, enjoy life as it is now.	1. Planning isn't possible, it takes too much time to survive.	1. No real conflict	1. Accept life as it is--the inevitabl can't be changed.
2. Individual worth is based on individual accomplishments through independence and personal competitions	2. Individual worth is based on family membership or group recognition.	2. Loyalty is to family and peers. Worth is a mixture of status in a group and accomplishments as valued by that group.	2. Competition by an individual may be considered rude or unmannerly. Children should defer to authority bow their heads, avoid eye contact, be very quiet, and not volunteer or exhibit initiative.	2. Individuals worth is based on recognition by family and tribal groups.
3. Respect authority, but speak out for rights. Follow the rules & time schedules. Some questioning is valued.	3. Authorities are often biased and provide little real protection. Speaking out invites retaliation. Father's authority is unquestioned; opinions of family elders and church officials are given great value.	3. Authorities are often biased and provide little real protection. Ignore it when not watched. It is "whitey's" way to maintain control.	3. Defer to authority quietly, bow heads and avoid eye contact.	3. Individual actio is given preceda except for a ver few basic concep (e.g. marriage o religious). Tim is not a major concern.

Typical School Orientation	Typical Mexican-American Values	Typical Black Ghetto Values	Typical Oriental Values	Typical American Indian Values
4. Personal property rights	4. No real conflict	4. Everyone takes from those who have more.	4. No real conflict	4. Sharing is expect and special permission is not required. Take when you need and return when it's convenient. Leaders, especial are expected to share.
5. Propriety in verbal and sexual matters.	5. Expression of emotional relationships is valued.	5. Negative, aggressive verbalization is a source of status. Sweet talk, "shine", or "jive" is natural and expected to gain anything.	5. Children do not volunteer information and only answer questions directly.	5. Recitation of deeds is expected
6. Equality of sexes.	6. Male dominance. Sex role stereotyping.	6. Female dominance in the home	6. Male dominance, sex role stereotypes.	6. Male dominance, some stereotyping
7. Value in learning for its own sake and use of abstract terms.	7. Value for learning is heavily influenced by "macho" stereotypes and by family values or perceptions.	7. Talk (school) is cheap: actions are more important Needs of survival are given priority. Use "jive" to create confusion to avoid what is not valued	7. No real conflict.	7. Learning is value but individuals choose when and what.

every move made. Vietnamese students are accustomed to rote learning, and have a strong dependence on the teacher as a source of information and knowledge. There might be a conflict when they are expected in U.S. schools to act independently in selecting relevant information from various sources. By U.S. standards, they might appear defficient in the area of critical thinking and judgement. Unless teachers are aware of the classroom setting in which these students have previously been, they might think them lazy and irresponsible. At first teachers must constantly tell these students what is expected of them. However, in evaluating results of individualized instruction, the improvement in independent action would be a vital evaluation measure.

Culture Bound Values

The stereotypical views that one culture has regarding another can prove to be a delicate issue in the classroom. Again, the teachers' ability to distinguish between myth and reality regarding ethnic students' cultures can be crucial to the academic success for culturally different students. It has been found that if teachers treat students in multicultural classrooms with respect, other students will follow their lead. Likewise, if a misinformed teacher relies on mythical stereotypes about what a Black or American Indian student is "supposed to be like," the rest of the class will also follow in the same footsteps.

Teachers who are aware of students' cultural backgrounds know what different cultures have taught them to value and find it is easier to understand and reach students. A well-informed teacher will use the culture of the student in finding ways of relating school expectations to students. This will lessen the anxiety level of both the teachers

and the students, and it will consequently lead to a higher level of academic success. In evaluation, this must also be a consideration.

Summary

To evaluate the results of individualized instruction, one must first be aware of both how and why the instruction was individualized. What cultural "clashes" or contrasts were suspected to be involved in an unwanted action or behavior are the key factors. Why does a child act this way. Is the child and the teacher aware of these different expectations? What has been done to bring about a desired change?

These are the key questions in the evaluation. No adequate beginning is possible until they are answered.

Appendix C

Workshop Evaluation Summary

MULTICULTURAL PREPARATION
RATING SHEET

Location Summary Date June, 1983

Please circle your rating for each of the following factors:

	Disagree				Agree
1. These materials add new knowledge to my background.	1	2	3	4	(5)
2. These materials will help me become a better teacher.	1	2	3	4	(5)
3. The content of these materials is very appropriate to my needs.	1	2	3	4	(5)
4. I learned things I did not know.	1	2	3	4	(5)
5. I now think about factors I did not perhaps consider as much as before.	1	2	3	4	(5)
6. The material is of value.	1	2	3	4	(5)
7. The quality of the material is high.	1	2	3	(4)	5
8. The materials are about right in length.	1	2	3	4	(5)
9. The content of the materials is good.	1	2	3	4	(5)
10. The materials are appropriate for use in this type of experience.	1	2	3	4	(5)
11. Overall, my reaction is favorable.	1	2	3	4	(5)
12. My teaching will improve because of these materials.	1	2	3	4	(5)

Comments or Suggestions:

1. needs to include: (A) single parent family; socio-economic class materials.
2. some values are cross-cultural.
3. how do we teach the "professionaly poor?"

Name _____ Mailing Address: _____

School _____

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